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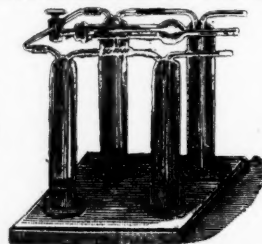
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# THE SCHOOL JOURNAL

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## Gardening in City Schools.

By Prin. HENRY L. CLAPP, Boston.

[General Session.]

City children have few responsibilities, and do very little manual labor. Because they do not get sufficient physical exercise by productive labor, unproductive motions are required of them in the school-room. The school garden furnishes opportunities for spontaneity, responsibility, and the exercise of all the muscles that need to be exercised. In the garden, children can dig in the earth, as most children like to do, study plant growth under the most favorable conditions, and take vigorous physical exercise without being conscious of it, or being forced to it. Such considerations resulted in the establishment of a vegetable garden for the instruction and exercise of seventh grade pupils in the George Putnam school in the spring of 1900. The pupils made eighty-two beds each eight feet long and three and a half feet wide, and planted them with seeds of lettuce, radish, beet, turnip, carrot, parsnip, cabbage, peanut, onion, and many kinds of garden flowers.

The vegetable garden commends itself as a practical thing. The produce can be eaten or sold for money. Cultivated flowers,—roses, pinks, pansies, nasturtiums, and chrysanthemums make a fine display of color, and can be used for decorative purposes and readily sold. Raising vegetables and flowers pays.

There are motives better than mercenary ones. One who studies shells, mosses, lichens, ferns, also the flowers of the field, color, music, literature, etc., does not associate them with money value, but studies them for the pleasure they bring, with the desire to know, to understand, to lay up resources for happiness, and to be of service to those interested in such studies. It is a matter of happiness and satisfaction which should be provided for in a course of study.

The German school gardens are established on a more philosophical basis than our gardens, because they include the representative flora of the provinces in which they are situated. The school garden without botanical specimens will not carry out the scheme of out-door instruction which the German educator has in mind. He prizes sound scholarship more than land or something to eat, or something for decoration. He has in view, not only the market gardener and professional florist, but the botanist.

With the wide scope of the German school garden in view, a wild flower garden was begun at the George Putnam school in 1890. It now includes nearly 150 species of native plants, including fifteen species of ferns which pupils of the ninth grade have studied thoroly for eight years.

Nearly three centuries ago, Francis Bacon wrote, "God Almighty first planted a garden, and indeed, it is the purest of human pleasures; it is the greatest refreshment to the spirits of man, without which building and palaces are but gross handiworks."

The German citizen of this country takes delight in his garden. The fine gardens of our wealthy citizens are often put in charge of German gardeners. Private gardens and common people's gardens are much more common in large German cities than in large American cities. This is the result of training children in German school gardens.

We aim at concentration as furnishing the best condi-

tion for efficiency; but the concentration of people in cities is attended with fearful evils. Crowded people thrive no better than crowded plants. They should be taught to appreciate country life. Gardening conduces to all the desirable results indicated; gardening induces a desire for room, light, air, and sweetness; gardening will do more than the whole curriculum of the present time to turn away the turbid current of human life from the city toward the country, to the inconceivable advantage of both.



## The Surroundings of Rural Schools.

By State Supt. CHARLES R. SKINNER, of New York.

[General Session.]

Millions of school children, thruout this country, are seeking education under the most wretched conditions, in miserable buildings, poorly equipped, with no playgrounds but the fenceless yard, the highway or the hill-side, where the thrifty farmers' cattle wander at will. If we expect our children to live the beautiful and love the beautiful, we must surround them with beautiful influences in home and school. A child is educated by every influence with which he comes in contact; is being changed for better or for worse every moment of his life. I pity the man who has no pleasant recollections of his school days, and how can he have such happy memories if his school life is associated in his mind with a tumble-down building, a barren school-room, and constant contention to preserve the school playgrounds from the encroachments of animals and tramps?

It is in the power of teachers and friends of education to change these conditions—will they do it? A movement is already under way and this association of educators should encourage and co-operate in this reform. Parents and patrons should be stimulated to properly fence and improve the school grounds, and the children should be encouraged to feel that these grounds belong to them, that they may have an opportunity to make them what they should be. If this is done we shall find that we have taken an important step toward giving the principles, taught inside the school-house, an opportunity for expression in the life of the child.

When we talk of enriching courses of study, let us not forget how much of life's course of study is furnished by environment, and that its enrichment makes possible nobler tests and more refined ideals. Ruskin has said: "What we like determines what we are, and is a sign of what we are; and to teach taste is inevitably to form character."

School grounds may be made beautiful without restricting free play, and the work may be so done as to bring rich returns to hand, head, and heart. School authorities, farmers, fathers, and particularly mothers, should be interested in this cause. The school-grounds should be well fenced and suitably graded. In the decoration there should be a definite and well-considered plan. "School-ground committees" of girls and boys should be selected to care for the yards during the hot, dry vacation months in order that the work of the springtime and early summer may not be wasted.

The public schools aim at a development of all the faculties, with the ultimate purpose of leading to better citizenship and nobler character. It must not, therefore, neglect any opportunity for broadening the experience



upon which to build the essentials for a complete life. It is in helping nature that the child feels the influence which makes for his greatest good. If we can educate a child to love a flower or care for a tree, we have helped to lay the foundation of character.

## The Nature-Study Movement.

By L. H. BAILEY, Director of the College of Agriculture, Ithaca, N. Y.

[Abridged Report of Address.]

The nature-study movement is defined as "the outgrowth of an effort to put the child into contact and sympathy with its own life." There is a general determination to cast off academic methods, to put ourselves at the child's point of view, to begin with the objects and phenomena that are near and dear to the child. This movement is so marked at present and its effects are sure to be so far-reaching that Professor Bailey has designated it, for purposes of emphasis, as the "new education." Of course no education is new in kind; and it is equally true that education is always new, else it is dead and meaningless. However, this new movement is marked and emphatic enough to be set off by itself for purposes of discussion.

It is strange that such a movement is necessary. It would seem to be the natural and almost the inevitable thing that the education of the child should be such as to place it in intimate relation with the objects and events with which it lives. It is a fact, however, that our teaching has been largely exotic to the child, that it has begun by taking the child away from its natural environment, that it has concerned itself with the subject-matter rather than with the child. This is the marvel of marvels in education.

The study of Greek is no more a proper means of education than the study of Indian corn is. The mind may be developed by either one. Classics and calculus are no more divine than machinery and potatoes are. We speak of certain subjects as leading to "culture"; but this is really all fictitious, for culture is the product only of efficient teaching whatever the subject-matter may be. The new point of view in teaching is well illustrated in the change that is taking place in the teaching of geography. Formerly we began the subject with the solar system and perhaps even with the universe, and gradually came down to things concrete and tangible. Now we are beginning to teach it in terms of the physical features of the neighborhood, gradually enlarging the child's horizon, until finally it can understand the conformation of the earth and perhaps eventually know something of the solar system and the universe.

Professor Bailey made a strong plea for teaching in terms of the common occupations and industries. For example, there are 5,000,000 farms in the United States on which poultry is raised, and there are millions of city and village lots on which the same is done. From the educational point of view, the poultry itself is of little consequence, but the persons who raise this poultry are immeasurably important and they can be reached by means of poultry.

Nature-study is not a method nor any set of subjects. It is an attitude and a point of view. It is the taking hold of things from the child's end and within the child's sphere. The methods must be worked out by each teacher for himself. One teacher will produce the result by means of plants, another by means of animals, another by means of physiographical subjects, and the like. Nature-study is not natural history, nor biology, nor even elementary science. Gradually as the child matures, the science point of view comes into its life; but before this period is reached the child should have learned to observe, and to infer, and to inquire, and should be in sympathy with its own life.

In time, the methods will crystallize and consolidate about a few central points. The movement itself is well

under way. It will persist because it is vital and fundamental. It will add new value and significance to all the accustomed work of the schools, for it is not revolutionary, but evolutionary. It stands for naturalness, resourcefulness, and quickened interest in the common and essential things of life. We talk much about the ideals of education; but the true philosophy of life is to idealize everything with which we have to do.

## Why Teaching of Religion Should be Kept Out of the Common Schools.

By W. T. HARRIS, United States Commissioner of Education.

[Extracts from an Address.]

So-Called Unsectarian Religion Omits the Most Essential Doctrines of Christianity.

The doctrine of the divine human nature of the true God contains in it as a germ all of Christian civilization. All of the good things which form the power and the glory of civilization flow as a result from this doctrine; viz.: science, the useful arts by which nature is conquered for the service of man; literature, history, and philosophy—all these have a particular endowment derived from the religious doctrine of Christianity, and you can not successfully teach them to a people that is bound to a heathen creed.

A mere nature religion does not admit of science, free thought, and the control of matter and force by machinery, for these are the elements that the heathen mind worships, or dreads with a mortal fear as evil demons, and the savage man spends his whole life in trying to propitiate them with ceremonies and sacrifices.

With the doctrine of the transcendence of the human soul, its separation from nature even while in the body, and in its immortal individual and social life beyond the grave, man attains a free attitude towards nature and may explore it, not only without fear but with a confidence that it ought to be made of service to man in every one of its processes. Human invention may freely discover combinations thru which the elemental forces—wind, water, fire, electricity, and gravitation may be harnessed for the use of man—nay, even for his comfort and for his amusement;—that is to say, for his bodily wants of food, clothing, shelter, and recreation—for his bodily wants as well as for his spiritual wants, such as intercommunication of all men with all men, sharing in all experience of life; sharing in all discoveries in science, in the use of all discoveries and inventions—sharing in all insights into the divine conduct of the world or into the ultimate ends of nature and man, participating in the great deeds that tend to benefit the race.

It took long centuries to arrive, under Christianity, at the stage of conviction and insight which dispossessed nature of its demons, and reached the doctrine of a divine Reason acting thru beneficial laws. The earlier view was that of a divine power which could manifest its transcendence over nature only by occasional arbitrary interventions that set aside those beneficent laws. The opposition to science on the part of the superstition which is inseparable from nature-religions took a new form in the Hebrew religion, the religion of the Old Testament. The great doctrine of God's transcendence on which depends man's freedom and immortality was revealed first in the form of miraculous interference with the course of nature. God in the Old Testament was seen not so much as a Providence creating and nurturing individuality into freedom and responsibility thru nature, as a God manifesting his independence of the world and of its laws by interference for occasional reasons with the order of nature. Hence, too, death, and its causes thru pestilence, famine, floods, storms, conflagrations, accidents by sea and land, have been dwelt upon in the past by religious teachers with more



emphasis as revelations of divine power than the far deeper revelation of the divine in nature as creative and nurturing power.

Even the bare enumeration of these doctrines in language partly secular is sufficient to show the impossibility of their introduction into the curriculum of schools supported by public taxes. Even the doctrine of the existence of God implies a specific conception of Him, and the conception of the divine varies from that of finite deities of animism to the infinite deity of East Indian pantheism and the Holy Bible. It varies from the pantheistic Brahman whose concept is that of negation of all attributes to the Jehovah of the Bible who is self-determined and personal but elevated entirely above nature. Mere deism is opposed to all of the creeds of Christendom. When we come to teaching a live religion in the schools we see that it must take a denominational form, and moreover, it must take on the form of authority and address itself to the religious sense and not to the mere intellect.

#### Religious Education Should Not Be Entrusted to the School.

The church has thru long ages learned the proper method of religious instruction. It elevates sense-perception thru solemn music addressed to the ear and works of art which represent to the eye the divine self-sacrifice for the salvation of man. It clothes its doctrine in the language of the Bible, a book sacredly kept apart from other literature and held in such exceptional reverence that it is taken entirely out of the natural order of experience. The symbolic language of the psalms, the prophets, and the gospels has come to possess a maximum power of suggestiveness, powerful to induce what is called the religious frame of mind. The highest wisdom of the race is expounded before the people of the congregation in such language and such significant acts of worship as to touch the hearts of young and old with like effect.

#### Prerogative of the Church.

We must, conclude therefore, that the prerogative of religious instruction is in the church and that it must remain in the church, and that in the nature of things it cannot be farmed out to the secular school without degenerating into mere deism without a living providence, or else changing the school into a parochial school and destroying the efficiency of secular instruction.

The church ceremonial that is the most elaborate will suffer least injury from the disenchantment produced by the higher criticism of the scriptures and by the mechanical and atheistic interpretation of scientific discoveries. The great hymns of the church such as the *Dies Irae*, the *Stabat Mater*, and the galaxy of Latin hymns which express all the phases of Christian feeling and thought, and well rendered by a fitting music that is religious to the core, furnish a perennial vehicle for religious instruction. One is to remember that religious music of the highest order is in process of composition in our time, altho painting and sculpture have not discovered how to retain religion in the realistic forms of art. Music and poetry yield themselves to religion, and the highest poetry and music have done this for hundreds of years. The true esthetic is the vestibule and forecourt of religion.

One feels sure that the church must not relax whatever of strict theological teaching it has in operation, and its theological seminaries must recover from the blighting effect of Kant's Third Antinomy. And I for one must think that those denominations which have least ceremonial should consider carefully the use and function of ceremonial, such as it is and has existed, in reaching the spiritual sense thru its transformation of imagination and sense perception. Above all, the church management must not rest in security on the belief that the time is coming when it may safely rely on an unsectarian instruction in the elementary schools for the spread of true religion, nor rely upon the re-establishment of parochial schools in place of free schools under government control and supported by public taxes.

## The Child's Favorite Study.

By EARL BARNES, Philadelphia.

[Department Elementary Education.]

Several attempts have been made to determine children's attitude toward the subjects they study by having them describe the one they like best and the one they like least. Supt. H. E. Kratz, of Sioux City, made such a study in 1897; Miss Kate Stevens made one on the children in a North London board school in 1899, and in the same year M. Chabot tested 400 children in Lyons, France.

The present study is based on returns from three cities in Pennsylvania gathered in connection with institute work during the past months. The tables presented are based on 1,150 papers written by boys and 1,200 by girls in a progressive manufacturing city of about 50,000 inhabitants. The city has excellent schools, and a select staff of teachers, a highly trained and progressive superintendent and one of the best courses of study in the country.

The boys' favorite subjects are number, 35 per cent., and reading, 24 per cent., with spelling third, 12 per cent. Geography, 7 per cent., and history, 8 per cent., are the only other subjects that have any considerable following. Language and grammar are chosen by only 3 per cent. of the boys. Subjects most disliked by the boys are grammar and language, 19 per cent.; spelling, 15 per cent., and physiology, 9 per cent. Penmanship, with the newer subjects that have been added to enrich the curriculum, physiology, music, and drawing are none of them chosen by more than one boy in a hundred. Fewer of the girls care for number and more of them care for language, but on the whole their choices are strikingly close to those made by the boys. The conclusion from this part of the investigation is that the newer subjects have taken little hold on children's admiration, but instead they cling to reading and arithmetic.

If we examine the choices thru the successive grades, we find that in the beginning children like reading and a fair number dislike it; at fifteen they neither like nor dislike it. We do not seem to have succeeded in furnishing attractive content for reading after the mechanics are mastered.

In the lower grades many children dislike number and few like it; at fifteen many like it and hardly any dislike it. This would seem to say that in teaching young children number we are working entirely against the current, while after ten the current is all with us.

Language and grammar are disliked by children of all ages; evidently the new subject, "language," has not won the liking of the children. They say it is empty and tiresome.

Physiology is strongly disliked at all ages. Whether this is because the subject has been forced into the course of study by an adult reform movement, or whether there is a natural reticence in children which unfits the subject of physiology as now taught for the elementary course of study, we cannot say.

#### Discussions of Mr. Barnes's Paper.

By Supt. J. H. Van Sickle, Baltimore.

Professor Barnes has rendered a service to the schools by compelling attention to considerations too often overlooked, namely, how our teaching appeals to children. The quantitative studies on children which Mr. Barnes has carried on for many years have interested progressive teachers everywhere, and in many instances there has resulted a radical change in the school atmosphere. Professor Barnes comes to Baltimore sometimes. He was with us a few months ago. It was then my privilege to note the effect which a quantitative study of this kind produced upon the minds of some ninety students in our training school for teachers, as they worked from material which when tabulated showed the tremendous influence of environment in education. They had a

revelation which no book work or any other kind of study that I can think of could so effectively have given them. It was the finest sort of introduction to the important work for which they were preparing.

But there are studies and studies. If the aim be limited to infusing into the teaching force the proper attitude, one study presented to-day must be counted highly successful. I am sure no one can go away without a deeper sense of the importance of knowing the child's attitude toward the subject matter of instruction, if the teaching is to be of any value. But, if it is expected that thru such studies we shall gain a body of exact knowledge concerning the development of mind and character comparable to that possessed by the physician of the development and care of the body, then this study seems to me faulty in a number of particulars.

Professor Barnes sent me a copy of his paper some weeks ago. Meanwhile in person and with the aid of two of my associates, I have gained some data the study of which compels me to question the method used by Professor Barnes and to dissent from several of his findings.

1. The questions do not give the child liberty to express his real attitude toward his school studies. He is allowed to mention but two. If you want the true attitude of the child toward the several studies, you ought not thus to limit his choice. Many children have difficulty in choosing one study from among the number which they like. Some say they like them all. This attitude was most pronounced in the rooms of the best teachers.

2. Under such circumstances, the answers do not appear to me to have any great scientific value, since by using these questions you can on different days get a radically different set of answers in the same room. An especially interesting lesson upon any topic will materially change the result. We took physiology, which Professor Barnes says is not liked at all. In a fifth grade room this subject was not mentioned at all in the first set of papers. The children disclosed no attitude toward it either of like or dislike. A week later, just after an oral lesson had been given in which there was some experimentation in which the children had an active part, seven pupils out of forty liked physiology best of all studies. Method therefore is seen to be a most important factor. I find some rooms in which even grammar is liked.

3. The effect of the teacher as a factor in the result is not and cannot be taken into consideration in a study like this conducted at long range. The personality of the teacher and his skill in using methods calling into play all of the activities of the child are factors that make a vast difference in the quantitative results obtained.

4. While it is true that we ought to be influenced very greatly in our opinion of the existing course of study by the attitude of the child toward it, unless we select for our tests classes skilfully taught we get no result that can be taken as a fair criticism of the subject-matter of the curriculum. Is not what we do get, if properly interpreted, a criticism of the teaching force as shown in the selection of the material to be presented to the classes and the method used in its presentation? In the study before us undue emphasis seems to me to be placed upon the children's preference and dislike for studies as taught, since how and by whom they are taught are modifying factors unknown to the speaker. Even without any elaborate quantitative studies most of us readily agree to four of the six generalizations which Professor Barnes makes, but let us look for a moment at the fifth.

5. Professor Barnes' statement is that number is strongly disliked at the beginning of the elementary course. In two third grade classes well taught the following results were obtained: On June 22nd, 41 per cent. of the children chose arithmetic, while reading, which was second in popularity, was chosen by only 8 per cent. of the pupils. The first day's choice was made at such time as to avoid emphasis upon any particular sub-

ject. On the second day, however, choice was made by the same pupils just after an arithmetic lesson. Arithmetic was then chosen by 59 per cent. of the children. But music, which was not emphasized in any way, on either day, advanced from 4 per cent. to 14 per cent.

6. It seems to me that we are not justified in saying that "the broadening and enriching of the curriculum has given us subjects that do not appeal strongly to children," when we base our judgment upon a study that does not allow the child to say what his attitude is toward them unless he selects one of them either as his first choice or as least liked. They may be liked very well indeed without getting into the quantitative study. The phrase "under existing conditions" is the saving clause in this statement. Shall we throw the new subjects out or change existing conditions? Conditions are changing. Teachers now entering the service have been taught to draw and to sing; they have had sewing and industrial work of various kinds. They will teach these subjects as naturally and as readily as any others. The teacher likes subjects which he can teach well and, as a rule, children like what the teacher likes, if they like the teacher. Broadening and enriching the curriculum has not been long enough in evidence to produce its true effect upon the teaching force the country over. Fully one half of the teachers now in the service have had to take up drawing and music after becoming teachers. In ten or fifteen years more this period of adaptation will have passed. The study that has been presented to us is extremely suggestive. It is highly desirable that teachers should find out the attitude of children toward what they are required to do, but it is not fair, and therefore not scientific to make some of the generalizations that have been made to-day from such data as has been used. No amount of material thus selected would prove anything material.

I cannot resist saying in conclusion that after all it is not altogether the course of study that is so faulty, but the books used and the methods employed. The personal and professional limitations of many who teach must always be reckoned with.

By Ada Van Stone Harris, Supervisor of Primary Education,  
Rochester, N. Y.

I cordially endorse the statement that we begin number work too early and that the physiology instruction as required by law has no right to the forced place it occupies; it brings not a shadow of the desired results expected from it.

Conclusions regarding the statement "that the broadening of and enriching of the curriculum has given us subjects that under existing conditions do not appeal strongly to children" depends upon one's experience. "Enriching the curriculum" does not mean merely affixing subjects to a list. It means an infusion and a vitalizing of interest—a quickening of the blood, and a reassociation of the spirit and attitude of the teacher toward her work and toward the child. It is not an extension of program, when in the teaching of geography, we ally history and literature. We are simply relating the subjects, enriching and adding interest.

To draw conclusions with reference to the course of study in America from data collected from one or two states or from several cities in one state seems to me to indicate a lack of knowledge of the working results of educational methods in general.

According to the figures given, we must conclude one of three things—that reading and number are vastly more important than any other subject, or that all the others disliked are unimportant, or that the subjects disliked reflect on the teaching. To the first and second we cannot agree. To the latter, yes.

If one subject is better liked than another, it is because it is better taught. If any school system excels in a certain subject we know it is because that subject is well taught in those schools and that the teachers excel in the teaching of the subject.



Results of observations in schools where curriculum is enriched in name only, compared with those enriched in spirit and in the interpretation of the letter, show that in the latter children like that which is best taught, or which made the last impression.

In making a course of study we should be controlled mainly by the child's needs from the standpoint of tomorrow, by the things most prominent in his future, which touch his life most closely and which mold his character.

The fault in the educational system of to-day lies not in the fact that there are too many subjects; it is due to the lack of preparation and lack of knowledge of the subjects on the part of the teacher. The trouble lies not in a congestion of the course of study, but in a congestion of teachers poorly prepared for the work they are supposed to undertake. The multiplicity of subjects grows out of the fact that teachers fail to interpret the work laid down for them. They are not prepared to correlate the various subjects.

To love a subject or not to love a subject is not due to an overcrowded curriculum; rather due to our failure to interpret that curriculum and consequently to poor teaching.

The need is an enrichment of the teachers' knowledge.

## Saving Time Below the High School.

By Supt. THOMAS M. BALLIET, Springfield, Mass.

[National Council of Education.]

It has become very generally recognized that the course below the professional schools in this country is too long. In foreign countries this course is on an average two years shorter, and is no less thoro. Various plans for shortening it have been proposed, and several have been practically carried into effect. The college course has been shortened in some colleges. Possibly the high school course will ultimately be extended upwards two years, and the college eliminated as an institution coming between the high school and the professional school. Can the course below the college be shortened? A number of devices have been proposed to accomplish this, and some have been widely adopted.

### Half-Yearly Promotions.

First, the half-yearly promotion system enables many children to skip a half-year in the primary and grammar schools, and thus gain time. Under the annual promotion system they must skip an entire year, if at all, which is much more difficult.

### Individual Promotions.

Secondly, making the course flexible so as to make frequent individual promotions possible at any time in the year.

### Three Courses Below High School.

Thirdly, what is known as the "Cambridge plan" provides virtually three courses below the high school, one a nine years' course, another an eight years' course, and a third a seven years' course, for pupils of various degrees of talent. All these devices have proved satisfactory.

### Other Devices.

Fourthly, high school studies, such as Latin, algebra, and French, have been introduced into the grammar schools. This plan makes the high school work easier for pupils, but does not shorten the course as a whole below the college.

Fifthly, the upper two grades of the grammar school have been incorporated in the high school. This has been found advantageous in villages and small towns.

Sixthly, European nations have solved the problem by incorporating into their high, or secondary schools the upper four or five grammar grades and the first two years of the American college.

The first three of these devices should be adopted everywhere. Local conditions must determine whether any of the others would be practicable.

## Special Grammar Schools for Bright Pupils.

I wish, however, to suggest what seems to me a better plan for general adoption than any of them, namely the establishment in cities of special grammar schools, with shortened courses, for pupils who are both gifted and healthy and are to fit for college. There ought to be in every city at least as many such grammar schools as there are high schools. They should not be ward schools, but be independent of ward lines. The requirements in the "common branches" except in English, should be reduced, and modern languages be introduced the fifth and sixth year of school, and algebra the seventh year. Such pupils could complete two years of French or German, one year of algebra, and possibly one year of Latin in these grammar schools, and enter the high school at the age of thirteen, and college at seventeen.

Such special schools would not be undemocratic, because rich and poor alike would be admitted if properly qualified. Those who cannot decide the question of going to college until the end of the regular grammar school course would be exactly as well off as they are now. It would be financially economical to establish such schools where more school facilities are needed, as each one would relieve a whole group of regular grammar schools which happen to be overcrowded. The plan is, therefore, financially as well as educationally practicable.

## Need of Unifying Elementary and Secondary Education.

By MRS. ELLA F. YOUNG, University of Chicago.

[National Council of Education.]

Turning to the elementary and secondary schools we find a situation analogous to that which obtained formerly in the college and the professional school. With the development of the high school, the differentiation between it and the grammar school has been made sharper and sharper until the time spent upon covering the work offered by the two combined has become excessive. The treatment of subjects in the elementary school seems to fit the pupils in very slight degree for the work planned in the secondary school.

In many cities the separation between the two schools has come to be felt so keenly, that within the last few years conferences have been held, in which the high school teachers have told the eighth grade teachers wherein their work was poor, and the eighth grade teachers have reciprocated the courtesy by telling the high school teachers wherein they have failed. Some high school principals have expressed a willingness to take the seventh and eighth grades under their care, and some elementary school principals have expressed an equal willingness to keep their pupils a year or two longer and instruct them in the ninth and tenth grades. These straws indicate the general trend of thought.

By a system of grouping the required preparatory subjects the colleges have opened the way for group elec-

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tives in the secondary schools. These college preparatory courses together with manual training, school economics, nature study, and the school arts, offer abundant material for continuous lines of work in the elementary and secondary schools, if systematized.

The time has come when the aims of elementary and secondary education must be unified. The courses of study must be reduced to reasonable proportions, and then intelligently apportioned between the grammar and the high school with a clear understanding of the relations and responsibilities involved.

The National Council could undertake nothing greater than the solution of this problem.

### Laboratory Physiology in Schools.

By JAMES E. PEABODY, head of the department of biology in the Morris high school, New York city.

[Department of Science Instruction, N. E. A.]

It is easy to interest boys and girls in the functions carried on in their own bodies. It is important for their health and happiness that they know how to care intelligently for the organs of these bodies. An intelligent public sentiment respecting sanitation, street cleaning, and the work of boards of health can be best developed by a proper teaching of physiology, and this subject, when taught by the laboratory method, has real educational value.

Some knowledge of the facts of chemistry is essential if physiology is to be taught at all satisfactorily. For first-year pupils, therefore, the course should begin with simple experiments to show the properties of elements and compounds and the processes of oxidation and neutralization. Food analysis should follow and the tests for starch, sugar, fats, proteids, and mineral matter may be carried on at home by the individual pupil. In the study of the uses of food, the cooking of foods, and food economy, the publications issued free by the United States department of agriculture may well be used.

Laboratory exercises in the study of sheep bones and beefsteak help to familiarize the boys and girls with a half-dozen of the most important tissues found in the body. Reference should frequently be made to cells and their functions. Most of the important facts that relate to the skeleton, muscles, skin, and sense organs can be acquired by observation and experiment. In all cases text-book lessons should follow and supplement the work in the laboratory.

A considerable amount of supplementary work should be done in a course in human physiology. At the parks and museums pupils are much interested in studying the skeletons and teeth of various kinds of animals, their food and feeding habits, their methods of locomotion, and the ways in which they are protected from their enemies. Especially important is the laboratory study of bacteria that can be carried on in the high school. Pupils should be taught the methods of cultivating and of killing these micro-organisms, the benefits they confer upon mankind, and the many ways in which they are injurious. Especial emphasis should be laid on the principles of sanitation and the work done by the board of health.

All this work and much more can be done in a half-year course of five periods a week. That the laboratory method is much to be preferred to mere text-book recitation is evident from the interest manifested by the pupils, from the greater clearness with which they express the facts they have learned, and from the ease with which these facts can be brought to mind when needed, even after the course is completed. Much remains, however, for the teachers of physiology to accomplish, both in the selection of the important topics to be taught and in the development of successful methods of teaching.

### Geology in Secondary Schools.

By PROF. WILLIAM NORTH RICE, Wesleyan University, Middletown, Conn.

[Department of Science Instruction, N. E. A.]

Several recent reports on the high school curriculum seem to indicate a consensus of educational opinion in favor of a required course in physical geography in the first year and an elective course in geology in the fourth year. This is probably the best arrangement.

The course in physical geography thus precedes the bifurcation of the curriculum into classical and non-classical, and is a most desirable study for all. That it should become a part of the requirement for admission to all college courses is a consummation devoutly to be wished.

This course should be shaped substantially in accordance with the report on physical geography presented to the N. E. A. in 1899.

The course in geology will be in some sense an amplification of one part of the course in physical geography. While the subjects treated in physical geography and geology are in part identical, there is always a difference in the point of view. Geography has been said to be the study of the earth's present in the light of its past; geology, the study of its past in the light of its present. The recognition of the earth's history is incidental in geography, essential in geology. Dynamical and structural geology gives the key to the alphabet in which the earth's monumental inscriptions are written. Historical geology reads those inscriptions themselves. Something of dynamical geology must, of course, be implied in any other than a purely phenomenal description of geographical facts. But the dynamics of the globe, which can only be treated superficially in the first year, can be treated much more thoroly in the last year, after the study of physics and chemistry and perhaps of other sciences.

The high school course in geology should be chiefly a course in dynamical and structural geology. No one course indeed is best for all schools. Something must depend upon local conditions, something upon the qualifications and idiosyncrasies of the teacher. The students will generally not have had enough of zoology and botany to do much with paleontology. Mineralogy and lithology cannot be thoroly studied without crystallography and without more of chemistry than can be assumed. In general, a non-technical description of a mineral is an incorrect description.

The characteristic educational value of a course in dynamical and structural geology is as a training in scientific reasoning. The question which should be emphasized is, how do we know that the earth has had a history? What are the signs by which past changes are inferred, and what is the ground of validity of the inference? Dynamical geology is sometimes introduced before structural, sometimes after. The former arrangement seems better adapted to initiate the student into the thought of interpreting the phenomena of the earth's crust as evidence of former changes. In my own lectures I have followed what seems to me a still better plan—that of mixing the dynamical and structural geology, so that each particular class of rocks or of rock structures is studied in immediate connection with the discussion of the agencies to which it is due.

Most schools are supplied with at least small collections of rocks and minerals. Even more important, tho generally not provided, are specimens illustrative of processes in dynamical geology. And no museum, however complete, can take the place of excursions in the field.

THE SCHOOL JOURNAL, of next week, will be the annual private school number. There will be, aside from the usual school board features, a number of special articles designed particularly to meet the needs and interests of private school teachers, as well as of school people generally. The number will be profusely illustrated.

## More A. B. Discussion.

### Reduction of the College Period.

By PRES. CHARLES W. ELIOT, of Harvard University.

[Dept. Higher Education, N. E. A.]

The period devoted to professional education has been more than doubled within the last forty years in the United States, except in the divinity schools. Inasmuch as it is the interest of society and the interest of the individual that young men should be enabled to enter well trained on the practice of a profession by the time they are twenty-five years old, it follows that the period of training preliminary or preparatory to professional training should come to its end by the time the young men are twenty-one years old.

If we ask, next, at what age a boy who has had good opportunities may best leave his secondary school—whether a high school in a city, or a country academy, or an endowed or private school for the sons of well-to-do parents—the most reasonable answer is at the age of eighteen. At that age the average boy is ready for the liberty of a college or technical school, and will develop more rapidly in freedom than under the constant supervision of parents or school-masters.

Seventeen is, for the average boy, rather young for college freedom, tho safe for steady boys of exceptional maturity. Between the secondary school and the professional school, then, there can be, as a rule, only three years for the college.

The principle on which the Harvard faculty has acted is this: They propose, in reducing the time required for the A.B. degree to three years, to make no reduction whatever in the amount of work required for the A.B. degree. In other words, they propose that the degree of A.B., taken in three years, shall represent the same amount of attainment, or power acquired, which the A.B. taken in four years has heretofore represented.

This demand can be readily met by the student because the long summer vacations can be utilized and the ordinary pace or rate of work of the student in the four years' course can be considerably accelerated by the ambitious man who proposes to take his degree in three years. Pursuing this general policy that the requirements for the A.B. are not to be diminished the Harvard faculty fixes the minimum residence for the Harvard A.B. at three years. They do not believe that the residence can be reduced to two years without diminishing the amount of work required for the degree.

While this change was going on in Harvard college the university took the important step of requiring the A.B. for admission to its three oldest professional schools, first in the divinity school, then in the law school, and lastly in the medical school. It had already established the graduate school in arts and sciences, for admission to which a preliminary degree was, of course, required. It is unnecessary to point out that this action gives the strongest possible support to the A.B. If taken by the universities of the country at large it would settle at once in the affirmative the question of the continued existence of the American college.

Finally, if a degree in arts or science is to be required for admission to university professional schools the road to such a degree should be as smooth and broad as possible. No exclusive prescriptions should obstruct it, and the various needs of the individual pupil should be carefully provided for in both school and college.

### The Baccalaureate of Yesterday and To-Day.

By PROF. ELMER E. BROWN, University of California.

[Dept. Higher Education.]

In the colonial colleges the purpose of training for professions, particularly for the ministry, was dominant. In the forepart of the nineteenth century the college course was still distinctly a preliminary course for those

intended for the three learned professions. Gradually the purpose of general, "liberal" training became the chief consideration. In becoming schools of general culture, for all who would be well educated, whatever their prospective occupation, the colleges got out of touch with professional education.

The four-year college course has been one of the most rigid of the several time-allotments in our educational system! In colonial days, boys occasionally finished this course early in their teens. In the earlier half of the nineteenth century the standard minimum age of admission to college was fourteen. In the past fifty years the average age of graduation at some institutions has risen, at others it has fallen.

Taking the whole country into account, the average age has probably fallen slightly. But, at the same time, the standard age of graduation, the "mode," as professor Thomas has called it, has risen. Fifty years ago it was between twenty and twenty-one; now it is between twenty-one and twenty-two. With more thoro organization of secondary and collegiate education college classes have become more homogeneous as to age. There is less opportunity offered to the exceptional student to graduate much younger than his classmates.

A baccalaureate which has become popular, which has risen in intrinsic requirement and in age-requirement, and which is not in close touch with our rising professional education, presents a new set of problems. It may promote an inefficient dilettantism by encouraging the pursuit of general studies without serious thought of life-occupation after the student has attained his majority. The first serious effort to counteract this danger was that made at Harvard, 1883-1891. Parallel movements of great interest took place at Columbia and Michigan.

### Present Day Desiderata.

By D. W. HERING, Dean of the Graduate Faculty of New York University.

[Dept. Higher Education, N. E. A.]

The recognition in the group and the elective systems of the fact that various arrangements of studies may be made, each of which fulfils the purpose of the undergraduate course, tho differing greatly among themselves, is practically an admission that no higher advancement in any line is demanded for general culture than formerly, and the upper limit of a college course is about where it has always been; nor is there any very strong reason for it to be any higher, especially when it is remembered that professional training is much more prolonged than formerly. If the lower limit of the college course were unchanged, the amount of work and the length of time necessary would not be different now from what they used to be. The change would be in the subjects studied to constitute the baccalaureate course. To make this strictly a culture course subjects that are wholly or principally professional should not be included in it.

A university might apportion all its advanced subjects to one or another professional school and relegate its former elementary or lower work to secondary schools, and there would then be no time devoted to a baccalaureate course in that institution, but the time needed for what are generally conceded to be subjects of a college course would not be shortened. A college course and a course in college are not necessarily the same thing.

Instead of requiring the college course to stand for more than of old it would be better to leave it on the same level of attainment, with greater latitude of choice in its make-up, and let the more advanced work, whether in professional school or not, be done by the student in the capacity of a graduate. Possibly entrance requirements are higher than necessary.

The principal desiderata seem to be: Broad culture before entering upon special work for a profession—for this



sufficient time and opportunity should be given in the college or high school; the opportunity to begin a professional course early enough to complete it at an age not unreasonably advanced—for this the requirements for entering upon it and for the baccalaureate degree should not be too high; the opportunity to acquit oneself creditably in both these courses of study—for this the work of one should not be mixed with that of the other.

Two years in college is a short time in which to accomplish the first; four years in college makes the second almost impracticable; three years in college will meet all three if the distinction called for in the last is observed, namely, if the course in college is devoted to a college course. There are some who consider four years in college better than three, and for those I would make the course four years by beginning lower.

### Present Duty of Normal Schools.

By CHARLES DEGARMO, Cornell University.

[Dept. of Normal Schools, N. E. A.]

As at present organized, the normal school is only in part a professional school; it should become wholly so. Its present defect lies in the fact that it has not, like other professional schools, reorganized appropriate bodies of knowledge in accordance with the needs of elementary education. Much time is consumed in special methods of teaching the various studies that could be better employed in advanced study of these branches from the standpoint of the elementary school. The normal school exists now for the training of elementary teachers, and its curriculum should be organized to this end. It is a poor use of time in the normal school to apply it to foreign languages, advanced pure mathematics, and abstract science, since these have only the remotest bearing upon the problems of elementary education.

The normal school, no matter how extended and thorough its courses, can never infringe on the work of the college. Its purpose is as different from this as the chemistry of poisons is from that of iron. As to cost and time demanded by a rational normal school course, we must be willing to pay what money is necessary, and to devote what time is needful.

It must be the work of much thought and experiment to determine the ideal curriculum. But it is plain that extended and well correlated courses in the following subjects are essential: The English language and literature; history, civics, economics, and the simpler aspects of sociology; geography, commercial, physical, and political; science as applicable to the grades; and above all extended and varied courses in manual training.

The present tendency of the normal school, either to give no academic work at all, or to apologize for the little of a wrong kind that it does offer, should give way to a determined effort to organize knowledge for the purposes of the elementary school, just as medical schools organize physiology, chemistry, and bacteriology, for effecting the professional ends of medicine.

### Mathematics in Commercial Work.

By ERNEST LAWTON THURSTON, Washington, D. C.

[Dept. of Business Education, N. E. A.]

Commercial arithmetic must be abridged, yet enriched, to meet demands for accuracy in fundamental processes and for a working knowledge of principles. The modern requirements are simplicity in values and processes and ability to calculate mentally. Business problems disregard text-book cases, and are frequently suggested, not stated, making ability to discover the problem essential. Calculation tables are frequently used.

Mental arithmetic should occupy one-half the recitation periods for reviews of fundamental processes for

drills in simple numbers, for developing each practical topic. Related problems, or groups with a central idea, permit concentration of thought on new points. Brief, living problems, sometimes expressed in memoranda or bill form, ought to constitute the supplementary written work.

Algebra develops power to master later subjects of kindred or different nature. That part which is universal arithmetic should precede commercial arithmetic. Business problems should be substituted for the text-book problems, and the business value of "checking" solutions emphasized. Mental exercises should have an important place, as in arithmetic.

The algebra depending on the theories of combinations and probabilities is of value, applications being suggested in insurance and in general business.

Geometry should be both inventional and demonstrative. The inventional, leading to a right conception of the truths to be established introduces the deductive method of establishing them. Demonstrations should be rigidly logical and clearly stated from the first. Individual exercises ought to cultivate neatness, order, and honesty. Concrete problems in mensuration should touch business life. Geometrical representation of statistics suggests other interesting applications.

### "Charity" in Public Education.

By Vice-Pres. E. A. FAY, Gallaudet College.

[Dept. Special Education, N. E. A.]

The earliest American special schools were established on British school models, which were founded and maintained entirely by private charity. All English free schools of that day were regarded as charitable. In America free schools were not so regarded. The duty of the state to provide education had long been recognized, and as soon as special schools were established application was made to legislatures for support, on the ground that these children have the same right as others to education. The justice of this claim was recognized, and the state paid a per capita rate for pupils in attendance. This arrangement continues in a few older states.

So far as the education of pupils is paid for by the state, it cannot be called charitable; the state has no right to dispense charity. These older schools, from their origin, corporate character, and their endowment may be legally classed as charitable. But the legal sense is not the common one; the idea of charity is not associated with colleges and universities; they are regarded as educational because their purpose is educational. Our special schools being also educational in their purpose should be regarded as educational, not charitable.

The great majority of American special schools, however, are public schools established by state legislatures and maintained by taxation. They are not, therefore, charitable.

In nineteen states the special schools are classed as "educational," in twenty-two as "charitable" or partly "charitable" and partly "educational."

Popular conception, however, lags behind official recognition. The unfortunate names, asylum and institution, are partly responsible for this, as is the fact that the state provides food and shelter. This is a necessary incident of education, it being more economical than to provide instruction for children at their homes.

The heads of schools are sometimes responsible for the erroneous classification when in asking support from legislatures, they appeal to motives of charity rather than of justice.

The kindergarten sees the spiritual side of experience, and learns to measure results by another gauge than the rate per cent.

SARAH LOUISE ARNOLD.

Boston.



## Education of the Indian.

### Work Instead of Annuities.

By JOHN R. BRENNAN, U. S. Indian Agent, Pine Ridge, S. D.  
[Department Indian Education, N. E. A.]

At Pine Ridge Agency, S. D., on July 1, 1902, about 1,400 persons, all under the age of 50 years, were dropped from the ration rolls. Work was furnished 500 of them at \$1.25 per day for a man, and \$2.50 per day for a man and a team. The other 900 were the wives and children of the 500, and were dependent upon them for support. The Indians were put to building new roads, repairing old ones, building dams for reservoir sites and irrigation, and building and repairing bridges over streams. Work was furnished for four months, and \$35,270 was expended. They moved and handled 186,902 yards of earth, built twenty-five bridges, got out 6,400 posts and constructed twenty miles of wire fencing, and did some work on a slaughter house. There was opposition to the working order from the older element of Indians and those who were not affected by it, but after the system was inaugurated those concerned took kindly to the work. These Indians are anxiously waiting for spring to open up so that they may be given work again. I consider the experiment a success, and trust the department will see its way clear to continue the system.

### What to Do with Our Red Brother.

By HAMLIN GARLAND, West Salem, Wisconsin.

The red man cannot be compared with a white man, and my sympathy and active co-operation go out to all those who are attempting to make of the Indian a cleanly, happy, and peaceful citizen. I am not concerned about his conversion to any special religious creed, nor am I exultant over his ability to acquire higher mathematics. The tooth brush and the bath tub are wondrous civilizers. The red man was once a cleanly man, much given to bathing, and he will take kindly to the gospel of water when he can get it.

We should be careful to give him the essentials of right living:—the humanities of our civilization, not its fads and out-worn creeds. In saying this I know I am in opposition to many devoted teachers and missionaries, but I believe the fundamental principles of the Christian civilization can be taught without any of its cant—with little of its bitter prejudices. Right living, is not dependent on the creed of any one denomination, nor upon the faith of any organized church. Without doubt they are profoundly benefited by their signatures to articles of faith, but back of the profession must be good blood, good breeding, good moral instructions.

I am an evolutionist as regards the question of what to do for our red brethren. They cannot be transmuted into something other than they are by any fervor of religious experience, nor by any painful attempt to acquire the higher education. This is not my dictum; it is the teaching of science and the fruit of the modern study of races. Furthermore, if I could in the twinkling of an eye convert the red men into white men, I would hesitate to perform the conjuration. If the suffering and sorrow of the red man's transition could be averted, every human citizen would rejoice; but such is not the history of past peoples. They must change slowly and suffer in the change. Our work should be that of a friendly voice who, having passed the first stages of our own adaptation, turn with sympathy and insight to assist those who are coming up behind us.

Care of the body should be absolutely the first consideration, for, unless the red man is taught how to take care of himself, under the new conditions, he will die. This is what he needs: instructions as to his bodily welfare, not on a religious basis, but on a purely hygienic basis.

President Roosevelt is fond of saying: "Let us get at the equities of the case." I would say, let us get at the equities in the Indian's case. Let us be just. Let us try to get his point of view and look at the world and the

white man and the white man's learning from that side. We will then begin to grow tolerant and patient and understand this man better if we remember that he is a product of his own environment and that he must adapt himself to new physical conditions before he will be able to take on, anew, the religious experience.

The native sports were founded on the needs of the people, and their needs will continue to perpetuate some form of recreation. As the president has said, "Give the red man a fair chance": a fair chance at pleasure, at comfort, as well as at Sunday schools and week-day toil. So long as the red man obeys the common law, is decent and peaceable, he should be allowed to worship the Great Spirit as he wishes, the same as any other citizen.

### Encouraging Progress.

By H. B. PEAIRS, of Haskell Institute, Lawrence, Kan.  
[Dept. Indian Education, N. E. A.]

From the very beginning of colonization, all attempts at reclaiming mankind from savage life and manners, have been thru education.

Altho feeble attempts were made from time to time by missionaries toward the christianization of certain tribes of the Indians, there was a long period of inactivity. In the meantime the Indians were gradually driven back, back, westward, westward, by the advance guard of civilization. The final result is well known. The tribes, so unjustly treated, became very revengeful. Their hunting territory having been encroached upon their means of support was gone. Under the circumstances, the only thing to do at that time seemed to be to place the tribes on reservation under military supervision.

The Indian became the "white man's burden." At this stage of the play, the selfish, non-Christian element would have said, "exterminate the Indian and be done with him;" but Christian civilization took up the burden, accepted the duty, and said, "we must, in all fairness, in the sight of God and man, give the Indian a chance again, by offering to him educational advantages equal to the best." Systematic educational work was then begun. Missionaries took up the work with renewed zeal. Congress responded with generous appropriations, in addition to certain treaty obligations. The president was authorized to apply large sums of money annually in aiding the societies and individuals engaged in Indian education.

The number of schools increased gradually, largely under missionary control, until 1877. At this time the government began the work of Indian education in earnest, by the establishment of day, reservation, boarding, and industrial training schools. The capacity of all Indian schools, including mission schools, was in 1902, 28,024. It will be seen that from a mere beginning in 1877, such progress has been made that at present, excellent educational accommodations are provided for almost the entire number of Indians of school age.

Given the opportunity and incentive of necessity, the Indian boy or girl will work as faithfully as any one. It is but natural, however, for any son or daughter to drift toward home and kindred.

Educational work should be continued along lines already well established. Further, the importance of domestic training for girls should be emphasized, especially cooking and sewing; and instruction ought to be given the boys in agricultural stock raising, and builders' trades.

Boys and girls should both be given regularly, while in school, during that period of life when their habits are becoming fixed and character is being developed, systematic, thoro Christian training.

We must not become impatient, for the work cannot all be accomplished in a generation. Yet, the present generation of young people should in some way be made to realize that they must soon, very soon, depend upon their own efforts for whatever they get out of life.

## The Present Peril to Liberal Education.

*By Andrew F. West, Dean of the Graduate School of Princeton University.*

This splendid paper read before the General Session of the N. E. A. is given here in full as the best argument yet brought forward for serious effort toward the preservation of the American college idea.

Liberal education, like political liberty, is always worth preserving and always in peril. In such causes, if anywhere, men need to be ever resolute as well as intelligent, for only thus does it become possible, even when distressed, to face grave crises without becoming for an instant pessimistic, inasmuch as the priceless value of what we are seeking to defend assures us that our efforts are well worth making and that no effort is too great in maintaining so good a cause.

We have such a cause to-day, the cause of liberal education. I need not argue in this presence that as it prevails our American life is lifted and that as it fails our American life is degraded. It is to-day, as ever, in peril, but in unusual peril as embodied in its noblest representative, the American college.

Let us picture the situation in its worst possible outcome. Suppose the chances are that the college is to fail, to be crushed out between the upper and nether millstones of professional and secondary schools by reason of the violent demand for something more "practical." What then? It must go, it must go, of course. But ought it to go? And above all, ought it to go without a struggle? Those who know most about colleges think not, while those who know least about them—and they form a huge majority—are often indifferent and sometimes hostile. Scarcely one in a hundred of our young men of college age has gone to college. They, at least, are with the college, and so is the rest of the better intelligence of the land. But educated intelligence does not always prevail over ignorance, even in deciding matters of education. One can hardly fail, when painting the danger at its blackest, to recall the great words of Stein, when appealing to his fellow Prussians in the Napoleonic wars: "We must look the possibility of failure firmly in the face, and consider well . . . that this contest is begun less in regard to the probability of success than to the certainty that without its destruction is not to be avoided."

It is by no means so black as that, nor does it seem likely to become so. But even if the peril were far greater than it is, there would be no good reason why we should not continue the struggle. There is good reason to believe the forces with us are strong enough not only to save, but to strengthen the American college.

Let us think for a moment of what the American college is. It has been evolved out of our own needs and has proved its extraordinary usefulness by a long record. It has been democratic in its freedom of access and in the prevailing tone of its life. It has furnished our society and state with a small army of well-trained men. In it supremely are centered our best hopes for liberal education both as focused in the college itself and as radiating outward on the secondary schools below and the professional schools above. It is the best available safeguard against the mechanical cramping of an unliberalized technical education. It is our one available center of organization for true universities.

In the rush of American life it has stood as the quiet and convincing teacher of higher things. It has been preparing young men for a better career in the world by withdrawing them awhile from the world to cultivate their minds and hearts by contact with things intellectual and spiritual in a society devoted to those invisible things on which the abiding greatness of our life depends. By reason of this training most college men have become better than they would have been, and better in important respects than they could have been, had they not gone to college. Their vision has been cleared and widened, and their aims have been elevated. Not least of all, they have been taught incessantly the lesson, so

deeply needed to steady them in our fiercely practical surroundings, that the making of a good living is not so important as the making of a good life. The college has proved its right to live. To preserve, maintain, and energize it to its highest capacity for good, to prune its excesses, strengthen its weak places, and supply its needs is therefore the bounden duty of those who care for the best interests of our nation.

### Tendencies Perilous to College Education.

The perils which beset it come from various sources, first, from the common defects of our American civilization, second, from the weaker tendencies in young men, and third, from the confusion of counsels inside the college itself. The first two we must be prepared to encounter always, but the last one ought to be avoidable.

This is no place to draw up a catalog of our common defects as a people. Our virtues we know well. They are self-reliance, quick ingenuity, adventurousness, and a buoyant optimism. Our national faults are not so pleasant to think of as, for example, the faults of boastful vulgarity and reckless excitability. Yet there are some that must be mentioned as being especially perilous to our college education. The chief one I think is commercialism, the feverish pursuit of what "pays" as the one end of life. Is it not time we read again the books of philosophy to learn again that the true utility is the long utility which serves to make a whole life useful, and that it is the end for which men live that makes them useful and useless. Do we not feel that we are here coming close to the sanctions of religion and need to answer that deep question, "What shall it profit a man?" once more?

Another peril is a companion and natural follower of commercialism, namely, illiteracy. Not in the meaning of that word in the census tables, but in the meaning of ignorance of good literature. "No man can serve books and Mammon" said Richard de Bury long ago. Is it not a fact that the majority of college students to-day are not familiar with the commonplaces of literary information and the standard books of history, poetry, and so on? Do they know that greatest book of our tongue, the English Bible, as their fathers did? What have so many of them been reading? The newspapers, of course, and fiction—not always the better fiction. As between books and the short stories in magazines, how few read the former! I am not now speaking of the hard books of philosophy and science, or generally of the books that involve severe thought, but of the readable, delightful books, the pleasant classics of English. What a confession of the state of things it is that colleges have to make the reading of a few books of English literature a set task as an entrance requirement, and then ask formal questions on what ought to be the free and eager reading of every boy at home. How far it is true that the advocacy of teaching science may have operated, not to beget a taste for science, but merely a neglect of literature, is perhaps idle to ask. It is at least true that these neglecters of literature are not usually giving laborious hours to reading scientific works. Perhaps some day our schools generally will get "Readers" that have literature in them and that will help matters a little. But the so-called students who do not care to read, or do not know how to read as all students should, are with us in abundance as an ever present peril.

The quiet book by the quiet lamp is a good charmer. Here the true student forms his friendships with the masters of thought and fancy, here they speak to him not under the constraints of the class-room, here he may relax without weakness, adventure without limit, soar without fear, and hope without end. It is the old story. Books are, as Huxley put it, "his main helpers", and the free reading outside the set tasks is, perhaps



next to music, his most ennobling pleasure. The loss of this is to-day the thing that does so much to deprive our college life and conversation of the fine flavor of that much misunderstood thing, Culture.

Another peril comes from the students themselves. It is a disposition to do the pleasant rather than the hard thing, even when the hard thing happens to be the best thing. This is most common among those whose main interest in college life is social. It is also fostered by the general absorption in athletics, tho it is not so much the athletes who are affected—for they are at least used to a vigorous discipline in things physical—as it is the mass of onlookers who attend the games and waste so much time discussing them. This social and athletic environment, with all its undeniable and, I believe, indispensable good, is just now doing much harm to the intellectual life of students. Because it is unduly exaggerated, it is operating powerfully to disperse the student's energies in a miscellany of things outside his studies. Things which should come second as a relaxation of those whose first business is study, often comes first, and studies must get what they can of what is left. How natural it is that such studies should crowd into the easier courses. They have little interest left for anything intellectual. So far as this occurs, liberal education dies and college students come to their manhood with men's bodies and boys' minds.

This is a matter which goes far below the question of one or another plan of studies, tho it is greatly affected by the relative wisdom or unwisdom of what the student is offered. If he finds a course which impels him and his comrades to regular effort day by day and also gives him the immense help that comes to all young men of ordinary abilities from moving together with their fellows in the same direction, his progress in studies is part of the orderly advance of a march, with little chance for struggling or loitering. If he is confused by failure to discover that there is a rational order of studies or that his college believes there is at least some preferable order for the mass of students, he thus loses much or all of a kind of help he ought to have. If the educated experience of his college cannot tell him, at least approximately, what things he ought to take and some definite things which all college students ought to take, how is he to find out with any strong probability that he is going straight on the right road? We may well pause to ask whether the keen words of Descartes on progress in knowledge are not worth heeding in this connection: "It is better to go a short distance on the right road than a long distance on the wrong one."

The love of freedom from control and of pleasure in our labor are splendid things. They are at once the charm and peril of student effort. The true freedom of the human spirit is the true end of the college course. This is not injured, however, by creating places where students may go, if they will, and where they must take some subjects of study which experience shows to be eminently fitted in their combination to serve this very end. We are asking simply for some of the central truths of history, literature, science, and philosophy, what Locke called the "teeming truths, rich in store, with which they furnish the mind, and like the lights of heaven, are not only beautiful and entertaining in themselves, but give light and evidence to other things that without them could not be seen or known."\* And as for the element of pleasure, why should we not desire it? How exquisitely did Aristotle say "Pleasure perfects labor, even as beauty crowns youth."† Not the idle pleasure, however, but the achieved pleasure, the deep pleasure that comes from noble mastery, from winning on the hard-fought field of athletics of the mind, and, above all, from winning in the fight against intellectual sloth and easy-going indulgence,—this is the crown of our best young college manhood.

A few words must suffice to set forth another peril

which especially besets us at this time. It is the peril of confusion in college counsels. It has been inevitable because of the extreme diversity of educational conditions in our land and because of conflicting theories of college training.

The pole of law and the pole of freedom are the two contrasted standpoints, with many a halting place between. It is clear that any attempt to cast all our colleges in one mold is foredoomed to failure. We must seek some other remedy. But if the present confusion cannot be cured, the colleges will be seriously and permanently weakened. Here at least we must do something, and do it soon. The colleges must at all events do one thing, and that is to make as clear as possible what it is they are severally seeking to accomplish. Certain very practical questions need to be answered. They are questions of the substance and aim of liberal education.

One of the questions is: Should a college exact a substantial amount of prescribed studies for its degree? If so, there is room to organize one or more bachelor's degrees according to the types now slowly, tho imperfectly evolving in our time. If not, the free elective plan with one bachelor's degree is the true alternative. There are many halting places between, but none of them is a resting place. Here, then, is a basis of clear division without confusion, and one that plain folk can understand. The nature of the answer given will depend on whether or not a given college believes that there are substantial studies above the stage of our preparatory schooling which are essential to the best liberal education. Intermediate or minimizing positions on this question will result in corresponding vagueness and uncertainty in organization, and will tend to perpetuate the confusion. It is worth sacrificing something, even in a transitional stage, for the sake of the assured gain that accrues to a well-defined plan. If it turns out to be a wrong plan, its defects become visible sooner and may be more promptly amended.

Let us ask a second question: Is there or is there not a proper field of college studies, exclusive of the fields of secondary, technical, and professional learning? If so, such studies alone should constitute the college course. If not, studies from the other fields may be brought in. It will not do to say no sharp line can be drawn between fields of education for the reason that the domain of knowledge is one, and all knowledge is liberalizing. Follow this out consistently, and important distinctions, needed to effect a working scheme of division for the parts of educations, are obscured. We may distinguish between great regions even tho we are unable to settle all boundary disputes. There are enough college studies of undisputedly and eminently liberal character to fill the college course to repletion. Let those who believe this organize accordingly, and let those who believe that any respectable study possible to students of college age may be put in the college course, put such studies in. The two kinds of colleges will then be distinctly discernible.

If the college is to prevail, the confusion, tho not necessarily a division of counsels, must cease. The two opposing tendencies indicate the two available lines for at least making the division clear to the country at large. Intermediate positions are unstable and transitional. They make confusion. What parents, teachers, and students need to know as definitely as possible is precisely what it is a given college stands for. Uncertainty here breeds loss of confidence in liberal education. It is to be hoped that most of the colleges will be able to stand together. If they do, I hope and believe they will stand for the conviction that there are college studies essential for all who take the college course, that it is the completion of these which opens to the student the best all-around view of the knowledge most serviceable for his whole after life, and that the ideas of discipline and duty, in studies as well as in conduct, underlie any real development of the one true freedom of the human spirit.

\* Of the Conduct of the Human Understanding, 43.

† Ethics, X, 4. 8.



# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING AUGUST 29, 1903.

If anyone still hesitates to endorse the wisdom of our educational policy in the Philippines, the fact that the schools are filled to overflowing ought to dispel all doubts. The demand for night schools is especially strong. Thousands have been turned away because of lack of accommodation. The hundred and fifty teachers at present employed have had to take care of more than 3,000 pupils. The demand for commercial instruction is growing. Young and old alike are looking to the schools to lead them to success and prosperity.

An official estimate places the number of school children for which the present accommodations of New York city are unable to provide, on September 7, at 70,000. The board of estimate has been asked to appropriate at once the money necessary to meet the emergency. It is likely that many portable school buildings will be called into requisition. They certainly are the most economical makeshift. Whatever is done, hygienic considerations should be all-controlling.

England is doing what she can to afford young people some knowledge of arts and crafts. The county council of London manages a Central School of Arts and Crafts. It has 750 students, many of whom are apprentices and journeymen in various trades. There are classes in bookbinding, fine cabinet work with carvings, and enamels. Silversmithing, brass and copper work, illuminated manuscripts and embroidery, architectural drawings, modeled designs, color prints, etc. At this school manufacturers find workmen and workwomen who show talent, and their employes continue to study at the night schools, perfecting themselves in drawing and modeling, and having the advantage of the criticism and advice of the teachers.

Georgia has refused to divide its school money among the white and black schools in proportion to the amount contributed by whites and blacks respectively, but has adhered in true justice to the rule that it must be distributed without reference to color. All honor to Georgia! These are foundation principles that must be observed.

The editorial force of THE SCHOOL JOURNAL is now back at work again, completing preparations for the annual private school number to be issued next week. Announcements of the special features planned for the new school year will soon be made in these pages. To those subscribers who have aided with practical suggestions cordial thanks are extended. Criticisms from subscribers are always welcome. How can THE SCHOOL JOURNAL be made more helpful and interesting to you who read this? Will you not drop a line to the editor telling him? And had you not better do it right now?

The two museums of this city were visited by a great number of the teachers on their return from Boston. The hall of fossil mammals in the Natural History museum attracted the attention of high school teachers, especially the collections bearing upon the evolution of the horse.

The oldest exhibit is the little four-toed horse (protorohippus), the skeleton of which, supposed to be 3,000,000 years old, was found in the Big Horn mountains of Wyoming. It is only about sixteen inches high.

Next is a three-toed horse, about five hands high, thought to be directly in the line of ancestry of the modern animal. To facilitate study of the equine development, facsimiles of all the type specimens of the various species of American fossil horses have been prepared.

Among the other groups are the Titanotheres, gigantic hoofed quadrupeds remotely related to the tapirs and rhinoceroses; the Amblypods, primitive hoofed animals; the Creodonts, a kind of carnivora leading up to the development of the saber-toothed tiger, probably the most

formidable of his time, and the mastodons and elephants.

There is a magnificent specimen of the skull of a large white rhinoceros of Africa, a form nearly extinct, which has a lance-like exterior horn, three feet in length and highly polished, with a frontal horn, short and conical in shape, directly behind it.

It is not surprising that Booker Washington is both misunderstood and opposed by a considerable number of his own race. There are colored men of much intelligence who only partially understand the complicated problem to be solved. Fundamentally his doctrine is that the negro must possess character in order to attain position of respect for himself and to win the respect of the whites. This seems a long way about to many intelligent negroes, but it is sound doctrine; it is a re-statement of the Sermon on the Mount. The future of the negro is not to be forecast in these days, but it may be evolved by the application of this remarkable leader's ideas.

The monument proposed by New York citizens for Ex-Mayor Hewitt and to cost \$500,000 is to take the form of additions to Cooper Institute. This is as it should be; to put that sum in sculpture however grand would be positively wrong. To this Mr. Hewitt, if he could come back, would protest. THE JOURNAL was asked to aid the project of a \$15,000 statue to Emma Willard to be put in a park at Troy, but the projectors were open to argument and the sum was devoted to scholarships in the Troy seminary. The day of undervaluing marble monuments has arrived; the day of properly valuing education has come.

## Stimulating Interest in Gardening.

Nobody need be told that children, everywhere, love flowers. This is as true of the little waifs, who live in congested quarters, as of the child of luxury. To awaken interest in school gardens and beautifying the school grounds is a very easy matter. A writer in a recent number of the *Christian Endeavor World* says that the children of one school in Minneapolis begged of their parents all the old rubbers lying around the house, and these were carted to the junk-shop by the boys, who obtained fifty dollars for the prize. Every cent of this was spent in beautifying the school grounds, the boys digging the holes for fence-posts and the girls laying out and planting flower-beds. The result was a revolutionized school yard, and each child took pride in the work.

Street-car companies in Minneapolis have furnished transportation that the children may visit the neighboring experimental farm, and next year the children plan to furnish the hospitals with flowers gathered from their school yards.

The pioneer in this civic-improvement work, Stockbridge, continues the same writer, long ago saw the necessity of interesting children, and in another town where the boys and girls were trying to maintain beautiful surroundings a disinterested man offered four dollars to any boy or girl who could cultivate the best flower-bed. Several towns in Missouri, among them Carthage and Bethany, offer prizes and urge children to exhibit at their county fairs. In some instances boys who are employed as newsboys carry water long distances after school hours, that the little patch outside their forlorn homes may be cultivated. Still another phase of the work is seen in Honesdale, Penn., where the children pick up papers on the street, and deposit them in tin cans provided for the purpose.

The first school garden was started in the spring of 1891, when a wild flower-garden was made on the grounds of the George Putnam school, Roxbury, Mass. About two hundred specimens were introduced in five years, among them goldenrod, asters, ferns, and other plants common to field and forest. In the same year the Massachusetts Horticultural society offered a prize for the best-kept school yards, which has been won every year by the George Putnam school.

## N. E. A. Aftermath.

Some pupils are sent to high school for only a year or two, mainly for the sake of the social position it will give them, to be able to say that they have "attended high school," just as many boys are sent to college for the same reason. Caste feeling cannot safely be ignored to-day in interpreting school statistics. It accounts, in large part, for the enormous increase in the number taking Latin in classical high schools. It causes private schools to thrive regardless of the quality of their work.

Springfield, Mass.

THOMAS M. BALLIET.

Education is too often looked upon as the activity of teachers and schools. Its proper purpose is the reaction which the educator calls forth in the child by his influence. It is the child action rather than the teacher which is the controlling point in education, and which is eminently a characteristic of the kindergarten.

St. Louis, Mo.

F. LOUIS SOLDAN.

The power and sense of co-operation are developed in the kindergarten. The many work together for good. The success of all depends upon the achievement of each. This the schools are slowly learning. The individual is brought to his best, but not for himself alone. The goal is service.

Boston.

SARAH LOUISE ARNOLD.

Trades unions should be composed only of the competent, the reliable, the excellent workmen, in every respect, to the end that they should be the source of supply of trustworthy and efficient men, instead of, as is now too often the case, an aggregation of anything and everything to swell "a force militant."

Boston.

WILLIAM H. SAYWARD.

The motions we use in our daily lives are extremely limited. We express ourselves only partially. We live cramped, confined half-lives. Nature has given us the power of almost unlimited motion. Our bodies are undeveloped mines of health, strength, and beauty. Self-expression we hear something about, but we do not study physical self-expression. We need the freedom of action that comes from the use of thoroly awakened bodies to bring out what is in us.

Boston.

BARONESS POSSE.

The Public Library may be between the school and its immediate neighborhood, a uniting social influence, if a room is set apart in each school building for a branch reading room and delivery station. Books and magazines for adults, as well as children, the weekly story hour for the little ones, and a reading hour for the older children will make it express a wholesome ideal of the home on its higher side and do much for socializing the finer elements of life.

Public Library, Dayton, Ohio.

ELECTRA C. DOREN.

The public schools are not reaching the people as they should. So far as elementary schools are concerned, statistics show that fully 5,000,000 boys and girls in the United States to-day are growing up outside the influence of the school, at an age when only the school can give them the training and experiences which will safely fit them for a life of social service and make possible for them the highest degree of personal development. The statistics of the high school and higher education show that of the 15,710,394 pupils registered in the whole public school system of the United States, 15,061,721 were enrolled in the elementary schools, as against 558,740 in institutions of high school grade, and 89,933 in all phases of higher education. The great cities of the country are the chief sinners. New York with its population of 3,437,000 souls, has 16,548 students in high schools; Philadelphia, a city of 1,293,000 persons, has altogether 5,195 pupils in its high schools. The same figures hold relatively for the foremost twenty cities of the country.

Philadelphia.

DR. FRANCIS BURKE BRANDT.

## Kindergarten Principles in Social Work.

Undeveloped human nature is the sleeping beauty that will awaken only when the true prince comes. It is not merely that [some educational means are better than others; it is that some relations are vital.

The home is implied in the child; it could be reconstructed from a study of his needs and emotions, as water could be inferred from a study of a fish's fins and tail. To say that water is, upon the whole, more developing to a young fish than dry land is an under-statement. Fish and water, child and home, man and country, hand and tools; these pairs of things are each in a sense a unit—the two sides of the same fact. Growth is fulfillment—the taking on of what was already implied. The educator's business is to read the prophecy of nature and help it to come true.

Such are the essential principles of the kindergarten and these principles learned partly from the kindergarten, but to a great extent re-discovered by practical workers, are being applied in many fields of social activity. Tenement house reform fights in the last ditch to make good the absolutely necessary cubic feet of space for the development of the vital relations of family life; child-saving by placing its wards in private families, in restoring them from stunting in institutions to their natural habitat. The play-ground gives to the daring instincts of boyhood their natural expression, and to the gang spirit its true fulfilment in the loyalty and budding citizenship of team play. Trade training, in philanthropic school and institute and at the university, recognizes that culture is not an addition to life, but a part of it, to be sought in such vital relations as that of the man to his work.

Massachusetts.

JOSEPH LEE.

## It Really Doesn't Matter.

By JOE CONE.

It really doesn't matter much  
If bank accounts are small;  
If we have sunshine in our hearts  
We're rich enough for all.

It really doesn't matter much  
If beauty knows us not;  
If we have tact and intellect  
We'll lead the common lot.

It really doesn't matter much  
If we've no shining fame;  
If we plug on and do the square,  
We'll get there just the same.

—From *Four Track News* for August.



The College Incubator Again at Work.

Cleveland Plain Dealer.



## New York City Syllabi. VI.

## The Work in English.

## Grade 2A.

Composition.—Conversation and oral reproduction; sentences written from copy.

Penmanship.—Free-arm movements; writing from copy.

Reading.—Phonic exercises. Reading from the blackboard and readers. Reading to the pupils. Ethical lessons. Use of library books.

Spelling.—Familiar words.

Memorizing.—Prose and poetry.

Composition. See preceding grades. To develop continuity of thought and expression the pupils should be led in the conversations to describe their pets, playthings, or other interesting objects; and to explain how simple things are done, such as setting a table, spinning a top, etc.

The stories told for oral reproduction should include nature stories, folk stories, and fairy tales. They should be models in structure and in choice of words.

The sentences for copy should be short and composed of familiar words. Pupils should write their own addresses from copy and from memory.

Penmanship. Free-arm movements and writing from copy as in the preceding grades, with special attention to capital letters. Sentences or paragraphs should be copied by use of pencil, pen, or crayon.

Note. All the writing in this grade should be somewhat smaller than in the preceding grade.

Reading. Reading from the blackboard of matter founded on the other work of the grade; several books of second year grade; occasional exercises in reading at sight.

The pupils should be led to understand the meanings of new words without attempting formal definitions. In order that the pupils may learn to read poetry with pleasure, it is sometimes desirable that the teacher read the poem to them first.

Phonic exercises. The aim of phonic training in this grade should be to cultivate (1) distinct articulation, (2) pure tone, and (3) the power to read new words and to pronounce them correctly. The exercise should include drills on initial and final consonants, and practice in the correct utterance of sounds like *oi* in *soil*, *er, ir, ur* in *fern, girl*, and *burn, ing* as a final syllable, etc. Review of the sounds of the preceding grades; daily drill on additional sounds of letters and on combinations taught as wholes.

Reading to the pupils. See preceding grades. The selections may include poems from Whittier's "Child Life," and simple poems by Stevenson, F. D. Sherman, Eugene Field, and others; stories of animal life; and folk stories and fairy tales, such as "The Sleeping Beauty," and Andersen's "Ugly Duckling."

Ethical lessons and use of library books. See introductory notes.

SPELLING. At least 150 familiar words selected from the pupils' vocabulary and from the class readers. The following plan of study and recitation is suggested:

(a) Words to be spelled should be presented in reading lessons and in such a way as to make the meaning clear. In learning the words pupils should carefully observe the written forms. The naming of the letters will help to fix the attention on the form.

(b) Words should be copied by the pupils as a further study of form.

(c) After the forms of words have been studied, the words should be written from dictation. The exercise in dictation may be preceded by a quick recitation in oral spelling.

(d) For review purposes there may occasionally be brisk recitations in oral spelling, special attention being given to words frequently misspelled and to those of exceptional difficulty.

In addition to the work outlined above, there should be frequent exercises to train pupils to spell words having a common phonic element. At least one such series a week should be taught in this grade.

MEMORIZING. At least four lines of poetry per week, or an equivalent amount of prose, should be memorized by every pupil. In addition, the words of such of the national songs as are sung by the pupils of this grade should be memorized. Selections may be made from the following list:

The Swing . . . . .	Stevenson
Bed in Summer . . . . .	Stevenson
Who Stole the Bird's Nest? . . . .	Child
Daisies . . . . .	Sherman
Seven Times One . . . . .	Ingelow
The Rock-a-by-Lady . . . . .	Field
All Things Beautiful . . . . .	Alexander
Proverbs and maxims.	

## Grade 2B.

Composition.—Conversation and oral reproduction; sentences from copy and dictation.

Penmanship.—Movement exercises; writing from copy.

Reading.—Phonic exercises. Reading from readers and other books. Reading to the pupils. Ethical lessons. Use of library books.

Spelling.—Words from the lessons of the grade.

Memorizing.—Prose and poetry.

COMPOSITION. See preceding grades. The stories for oral reproduction should include nature stories, folk stories, fairy tales, and the simplest fables.

The sentences for copy and dictation should be interesting and instructive.

PENMANSHIP, as in the preceding grades. In this and in succeeding grades, special attention should be given to proper position, proper penholding, and ease and legibility of writing.

READING. Several books of second year grade, including simple poems, fables, and folk stories. The reading lessons proper should be preceded by (1) such conversation as may be necessary to prepare the minds of the pupils for the appreciation of the subject matter, and (2) exercises that will insure the prompt recognition of the form and the understanding of the meaning of new words.

To encourage thoughtful reading and to insure ease in reading aloud, silent reading should usually precede oral reading. In training pupils to get the full thought without the aid of oral reading, the teacher may require them to state the substance of what has been read silently. In order that the pupils may learn to read poetry with pleasure, it is sometimes desirable that the teacher read the poem to them first.

Phonic exercises as in the preceding grades. Reading to the pupils as in the preceding grades.

Ethical lessons and use of library books. See introductory notes.

SPELLING. At least 200 new words selected from the pupils' vocabulary and from the lessons of the grade. Review of words frequently misspelled.

MEMORIZING. See 1A. Selections may be made from the following list:

Don't Kill the Birds . . . . .	Colesworthy
Ariel's Song, "Where the Bee Sucks" . . . .	Shakespeare
My Shadow . . . . .	Stevenson
Dutch Lullaby . . . . .	Field
Windy Nights . . . . .	Stevenson
Lady Moon . . . . .	Houghton
Stop, Stop, Pretty Water . . . . .	Follen
The Land of Story Books . . . . .	Stevenson
Thanksgiving Day . . . . .	Child
Proverbs and maxims.	

## Grade 3A.

Composition.—Oral reproduction. Sentences and paragraphs constructed; paragraphs and stanzas from copy and dictation.

Penmanship.—Movement exercises; writing from copy.

Reading.—Phonic exercises. Reading from readers and other books. Reading to the pupils. Ethical lessons. Use of library books.

Spelling.—Words from lessons of the grade; abbreviations.

Memorizing.—Prose and poetry.

COMPOSITION. See preceding grades. The stories told for oral reproduction should include nature stories, fables, and myths. The reading and other lessons of the grade should furnish material for practice in the reproduction of stories, the description of simple objects, and the explanation of simple processes.

The exercises on correct forms of expression should include the use of *is* and *are*, *was* and *were*, *has* and *have*.

The pupils should construct statements from questions or directions. The teacher and the pupils working together should construct paragraphs.

Short paragraphs and stanzas should be copied and written from dictation; some of these may be taken from the readers, the selections for memorizing, and the songs of the grade. Short model letters should be copied.

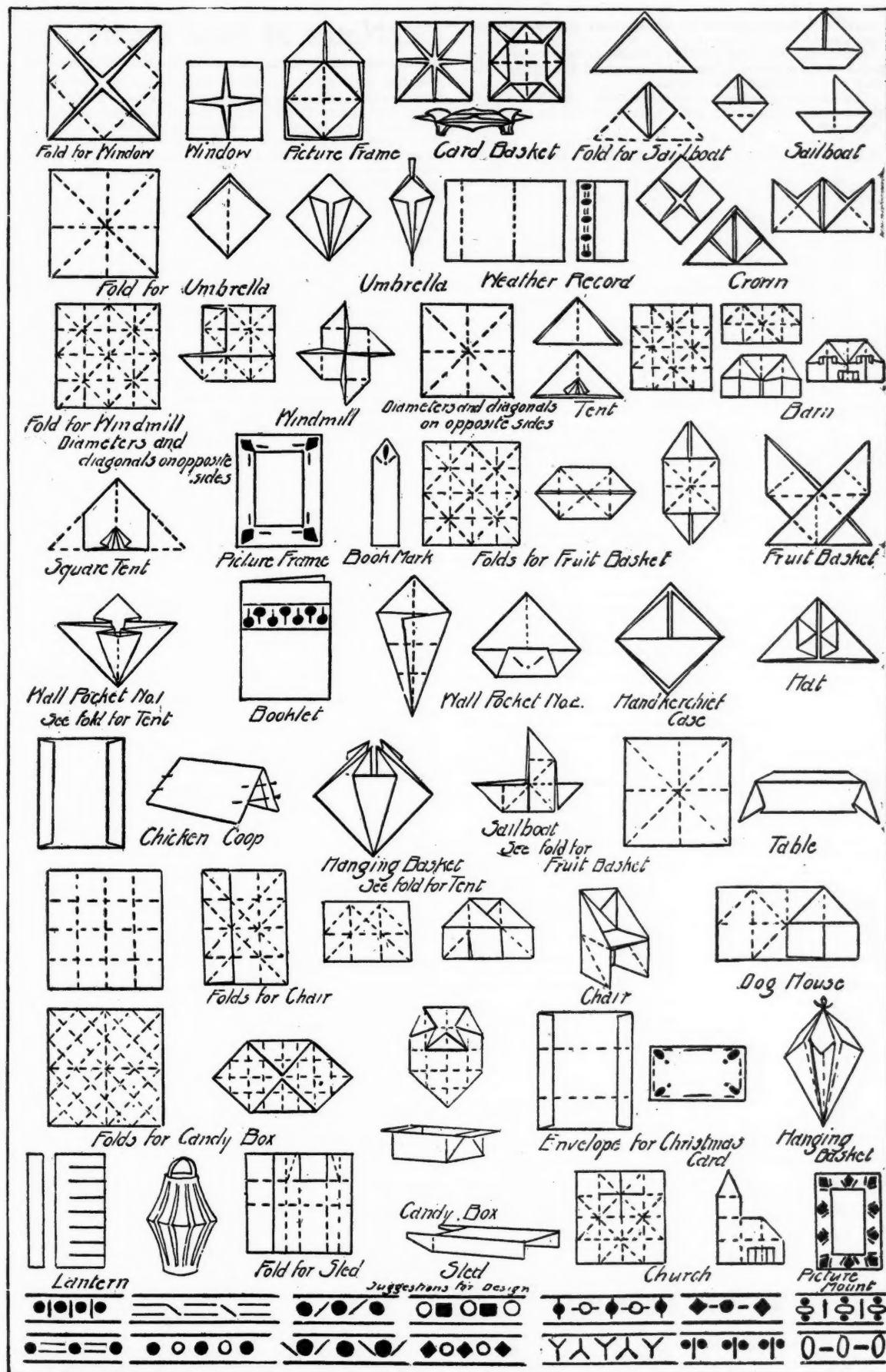
PENMANSHIP, as in the preceding grades.

READING. Several books of third year grade, including such as Stevenson's "A Child's Garden of Verses" (first part); a book of fables and simple folk stories, such as Scudder's "Fables and Folk Stories;" and books to supplement the work of the grade in nature study. For suggestions concerning preparation, silent reading, and the reading of poetry, see preceding grades.

Phonic exercises. See preceding grades. The teacher should not use diacritical marks for words already learned.

Reading to the pupils. For general suggestions, see 1A. The selections may include portions of "Hiawatha's Childhood," "Hiawatha's Sailing," and "Hiawatha's Fishing;" suitable verse from Lear's "Nonsense Books;" stories of animal life, such as "Madame Arachne" in Celia Thaxter's "Stories and Poems for Children;" the less simple of the famous fairy tales, such as "Aladdin," etc.; and a long story to cultivate the power of sustained interest, e. g., Craik's "The Little Lame Prince," Ewing's "Timothy's Shoes," or Spyri's "Heidi."





Arranged for the Primary Grades of the New York City Schools by Dr. James P. Haney,  
Supervisor of Manual Training.

Ethical lessons and use of library books. See introductory notes.

**SPELLING.** At least 200 new words selected from the pupils' vocabulary and from the lessons of the grade. Review of words frequently misspelled.

The common abbreviations of the days of the week, of the months of the year, and of titles, should be taught in this grade.

**MEMORIZING.** At least four lines of poetry per week or an equivalent amount of prose, should be memorized by every pupil. In addition, the words of the national songs sung in this grade, and such prose or poetry as may be taught in connection with holiday celebrations or with the studies of the grade, from the following list:

I Live for Those Who Love Me . . .	Anon
The Brown Thrush . . .	Larcom
The Tree . . .	Bjorsen
Wishing . . .	Allingham
The Owl and the Pussy Cat . . .	Lear
The Violet . . .	Jane Taylor
Hiawatha's Childhood . . .	Longfellow
Hiawatha's Sailing . . .	Longfellow
Proverbs and maxims.	

### Grade 3B.

**Composition.**—Oral reproduction. Sentences and paragraphs constructed; paragraphs and stanzas from memory or dictation.

**Penmanship.**—Movement exercises; writing from copy.

**Reading.**—Phonic exercises. Reading from readers and other books. Reading to the pupils. Ethical lessons. Use of library books.

**Spelling.**—Words from lessons of the grade; abbreviations.

**Memorizing.**—Prose and poetry.

**COMPOSITION.** See preceding grades. The exercises on correct forms should include the use of the parts of *do*, *see*, *come*, and *go*. The exercises in constructing sentences should afford practice in forming plurals of nouns, including a few common irregular forms.

The paragraphs constructed may consist of short simple stories, descriptions of objects, or explanations of simple processes. Special attention should be given to the sequence of thought in constructing paragraphs. The paragraphs and stanzas for copy and dictation should be selected as in the preceding grades.

Short model letters should be copied and written from dictation.

**PENMANSHIP,** as in the preceding grades.

**READING.** Several books of third year grade, including such as Stevenson's "A Child's Garden of Verses" ("The Child Alone," and "Garden Days"); Grimm's Fairy Tales; Andrew's "Seven Little Sisters"; "Each and All"; and books to supplement the work of the grade in nature study. For suggestions concerning preparation, silent reading, and the reading of poetry, see preceding grades.

Phonic exercises as in the preceding grades.

**Reading to the pupils.** For general suggestions, see 1A. The selections may include simple and interesting poems by Longfellow, Whittier, Bryant, Lowell, Holmes, and Emerson, such as "The Wreck of the Hesperus," "The Windmill," "In School Days," "Robert of Lincoln," "The White-Footed Deer," "The First Snow-Fall," "The Opening of the Piano," and "The Mountain and the Squirrel;" Cowper's "John Gilpin;" stories of animals, such as Thompson Seton's; myths in good literary form, such as Firth's "Stories of Old Greece;" and a long story to cultivate the power of sustained interest, such as McDonald's "At the Back of the North Wind," etc.

Ethical lessons and use of library books. See introductory notes.

**SPELLING.** At least 250 new words selected from the pupils' vocabulary and from the lessons of the grade. Review of words frequently misspelled.

**ABBREVIATIONS,** as in the preceding grade.

**MEMORIZING.** As in 3A. Selections may be made from the following list:

The Child's World . . .	Lilliput Lectures
Marjorie's Almanac . . .	Aldrich
A Visit from St. Nicholas . . .	Moore
The Owl . . .	Tennyson
The Captain's Daughter . . .	Field
Sweet and Low . . .	Tennyson
Proverbs and maxims.	

*The Baptists* is the title of the volume that the Rev. Dr. Henry C. Vedder contributes to the series of the *Story of the Churches*. It is an account of their origin, their history, and their influence, not only in this country, but in other parts of the world. As to an established religion, he states "that the Baptists hold that a state church is not only an absurdity, but an intolerable wrong. All America has come to agree with them, and the whole world is moving toward the same goal." Roger Williams, a Baptist, it is noted, was the first to found a community where absolute freedom of worship was accorded. The book is cleverly written and will surely have a wide circulation. (The Baker & Taylor Company, New York. Price, \$1.00.)

## Notes of New Books.

*A Boy on a Farm*, by Jacob Abbott, has been edited for third grade supplementary reading by Clifton Johnson, with an introduction by Dr. Lyman Abbott. The ethical discussions and explanations have been largely eliminated, and, thus revised, these once popular stories are admirably suited to hold the interest of young readers and to do excellent work in training youthful instincts naturally and healthfully. The stories have a distinct educational effect, both mental and moral; they teach industry, honesty, and all the manly virtues. The illustrations are numerous and pleasing, and have all been drawn especially for the book. (American Book Company, New York. Price, \$0.45.)

In *How to Make School Gardens*, by H. D. Hemenway, director of the Hartford School of Horticulture, the teacher will find a valuable manual containing the information necessary for giving an interesting course in school gardening. The value of school gardening work is rapidly gaining its deserved appreciation in this country. The idea of having a garden connected with a school is a very old one, but the present movement originated about thirty-five years ago. The progress has been most rapid in Europe where about one hundred thousand gardens exist to-day.

The school garden is extremely valuable in developing a child esthetically and mentally. After a variety of tests it has been found that the boys having gardens are thirty per cent. more rapid in mental, moral, and physical development than those not having gardens. This little volume aims to be an aid in arousing interest in this work. Once the interest is aroused it gives most lucid explanations of all the operations necessary, as well as descriptions of the best methods, so that a teacher without an agricultural training can hardly help achieving good agricultural and horticultural results. The first chapters explain something of the development of the movement, how to make the garden and prepare and fertilize the land.

Then follows delightfully simple yet clear and thoroughly practical lessons in garden work, planting, potting, root-grafting, and budding. A valuable bibliography on school garden work closes the book. It should be in the hands of every teacher who expects to do work of this nature. (Doubleday, Page & Company. Price, \$1.00.)

*More Money for the Public Schools*, by Charles W. Eliot.—When President Eliot makes up his mind that the time has come for any movement, results are sure to follow. Studying the changes that have come in education since he began his work as tutor in Harvard, in 1854, he is convinced that public sentiment is ripe for the next step. This, he believes, belongs to the public schools, rather than to the academies or colleges. Its essence is the attention to individual needs rather than to class uniformity. Its possibility lies only in large additions to the expenditure for the schools.

Last fall, President Eliot started in to give voice to his convictions in a series of addresses before teachers' conventions, and these have been issued together as the volume in hand. Before the Connecticut teachers, he pleaded for more money because of the failures in education. These he pointed out in terms flattering neither to the teachers themselves nor to the various school boards, and he showed that they could be remedied only by large additional expenditures. The next day he followed this by an address before the New Hampshire teachers in which he pleaded for more money because of the advance already made. He showed that these steps forward lead logically to still further progress, and that such progress can come only with liberal additions to the cost of the schools. Before the teachers of Rhode Island, he discussed the present needs of the public schools. These are fireproof buildings, larger school yards, more beautiful surroundings, medical inspection, and particularly a larger proportion of men teachers, with all better trained. More money must be used to secure these.

President Eliot thinks that while abstract law and its embodiment in legislatures has lost much in respect, the people still have at heart as much regard for the rights of others as in the past. So while, in like manner, the churches secure less attention as an expression of religion than in the past, there is no falling off in the real Christianity as expressed in the law of love. So the schools win more and more public attention and popular esteem. No teacher who desires to keep abreast of the times can afford to be without this series of addresses, and they are worthy of the most serious thought. (Doubleday, Page & Company, New York. Price \$1.00, net.)

*How to Bring up Your Children*, being some thoughts on education, by John Locke, 1632-1704, is a book that will do any parent or teacher good to read. Tho he approaches the subject in a different way from what a writer would do now, the essay gives so many valuable thoughts that it is numbered among the educational classics. In the present issue the text is printed as it stands without note or comment. Locke taught what was best for human na-



ture in his day—and what was best then is best now. (Edition for America imported by A. Wessels Company, 7-9 West 18th street, New York. Price, \$0.50).

The third volume in the Knickerbocker Literature Series is entitled *The Fur Traders of the Columbia River*. This story was told by Washington Irving in his account of "Astoria" and the record of "The Adventures of Captain Bonneville." The editor, F. L. Olmstead, has condensed these two volumes dealing with the romantic West, and has produced a most attractive and readable story. The life of the hardy and adventurous traders and trappers of the Northwest is the theme.

Such an undertaking in book production is deserving of success. Irving was the first writer to achieve anything in American literature. His narrative in this particular field has proved the most interesting account ever produced of some of the fascinating phases of pioneer life. He drew the materials for these two stories from a wide acquaintance with the prime movers in the great undertakings he described, and from much personal and private information that is no longer available. His account is entirely accurate in every way.

In the present volume we have the two stories cleverly woven into one. The book should serve a useful purpose in giving an idea of the exploitation of the West. At the present time there seems to be too great a tendency to make heroes of these pioneers. In reality they were often men who were failures in society and only succeeded in their new life thru the possession of qualities which would have made them unfit for civilized life. It should be recognized that the qualities which made them picturesque and successful were in reality foreign to all which the past experience of the race has shown to be necessary for the welfare of a people. However their experiences, as told by Washington Irving, make extremely interesting reading and for work in literature classes should prove excellent. The interest of the pupil would be held, history learned, and a graceful style brought before them. (G. P. Putnam's Sons. Price, \$0.90).

*How to Keep Well* is an excellent volume of 500 pages, by Dr. Floyd M. Crandall. It is a series of discourses upon the facts of modern medical knowledge upon the prevention of disease. The tone of the work is thoroly to be commended, and it is worthy the attention of all teachers, as well as those especially interested in physiology. The nervous strain of teaching is so great, especially for women, that the problem of keeping well, and the best means to this end, continually presents itself. The suggestions given by Dr. Crandall are to be relied upon in every respect.

Especially valuable for the teacher's consideration is the chapter dealing with "Infectious Diseases." Other chapters of interest are those on "Vaccination," "The Effects of Modern Life," "The Prevention of Breakdown," etc. (Doubleday, Page & Company, New York.)

A series of small, well-made, well-written volumes, bearing the title of the *Story of the Churches*, is in course of publication. Each volume narrates the history of a denomination. It is brief but complete, and is designed for the average church member rather than the thoro student of church history. Each book is written by a leading historian of the denomination. The one on *The Presbyterians* is by Charles Lemuel Thompson, D. D., secretary of the Board of Home Missions of the Presbyterian Church in the U. S. A. He dwells on the large influence the Presbyterians have had in the forming of the national life and character. The author says of the Puritans: "They comprised the very best elements of English society. The 20,000 who, with Hooker, Winthrop, and Mather between 1630 and 1640 settled New England, gave us the distinctive type of Puritan life, which with all its faults, has been one of the grandest ever impressed on a young nation, and the source of much of the intellectual and moral power which made New England eminent in colonizing energy, all the way to the Western prairies." We must not overlook the Dutch, Irish, and Scotch elements that were contributed to the stream of Presbyterianism. These Calvinists have contributed to our country some of its strongest religious influences. (The Baker & Taylor Company, New York. Price, \$1.00.)

*The Filigree Ball*, by Anna Katherine Green, being a full and true account of the solution of the mystery concerning the Jeffrey-Moore affairs.—Many of our readers have read "The Leavenworth Case," a story of a murder-mystery by the same author, and remember how they kept wavering between doubt and belief all thru that remarkable story. The author handled the plot with such wonderful skill that it was only at the end that the mystery was fully revealed. *The Filigree Ball*, is another story of similar character. The scene is on Waverly avenue in Washington, where stands the ancestral home of the wealthy Moore family. A famous forefather of the family caused a curse to fall upon the house. The curse was manifested by the presence now and then of a dead man stretched upon the hearthstone of the library. At the beginning of our present story, a seeming stranger had wandered into the library on the day that Veronica Moore's caprice led her to be married in the old

house. Veronica is found lying dead on the floor in this dreadful room a fortnight after the wedding, with a pistol tied to her wrist by a bit of white ribbon. After the evidence is brought out the reader says it is suicide. Then he is in doubt, and he wavers between belief and doubt all the way thru as the tangled skein of circumstances surrounding the case is unraveled. (The Bobbs-Merrill Company, Indianapolis.)

*The Private Life of the Romans*, by Prof. H. W. Johnston, of Indiana university, deals with topics of every-day Roman life. Such topics are of interest to us in the case of any ancient or foreign people. In the case of the Romans they are of special importance, because they help to explain the powerful influence which that nation exerted over the world in the days of its power. Such subjects are considered as the family, marriage, children, and education, slaves, the house, furniture, clothing, food, amusements, ceremonies, and all kinds of customs.

The book is primarily a text-book and has been prepared with the greatest care and with constant reference to original sources. It is intended, in the first place, for seniors in high schools and freshmen in college, in order that they may be able to understand the constant references in the Latin texts to the Roman private life. In the second place it will meet the needs of the college student who is giving particular attention to the subject and will prove of service to readers and students of Roman, political, and constitutional questions.

Altho interspersed with Latin names, the book is interesting and furnishes a valuable addition to the text-books along this line of work. (Scott, Foresman & Company, Chicago.)

*Representative English Comedies*, with introductory essays and notes, a historical view of our earlier comedy and other monographs by various writers, under the general editorship of Charles Mills Gayley, Litt. D., LL. D., professor of the English language and literature in the University of California.—This book contains representative comedies that have been presented on the English stage from the beginning to Shakespeare. A book treating of so important a field of literature needs no excuse for being, yet the editor in his preface has seen fit to give his reasons for its production. These old comedies are valuable because they make good reading; not only for lovers of fiction and the stage, but for the student of society and the historian. For us they still are living sketches of the social manners, morals, vanities, and ideals of generations of our ancestors. Many of these comedies are inaccessible to the public; this volume presents them in a convenient shape with sufficient explanatory matter to clear up all doubtful points likely to arise.

The volume is especially valuable for the literary student. The aim of this book and those that will follow is to indicate the development of a literary type by selection of its representative specimens, arranged in the order of their production and accompanied by critical and historical studies. The field of inquiry in this case is limited not merely to a genus like the drama, but to one of its species. The plays, in this series called representative, have been chosen primarily for their importance in the history of comedy, generally also for their literary quality, and when possible, for their practical, dramatic, or histrionic value. The authors whose works are given are John Heywood, Nicholas Udall, William Stevenson, John Lyly, George Peele, and Robert Greene. Edward Dowden contributes an essay on "Shakespeare as a Comic Dramatist." Probably the most famous of the plays are "Rostler Dolster," "Gammer Gurton's Needle" and "Frier Bacon," which most of our readers have doubtless read about, but never seen. (The Macmillan Company, New York. Price, \$1.50.)

## Got To

### Have Sharp Brains Nowadays or Drop Back.

The man of to-day, no matter what his calling, needs a sharp brain and to get this he needs food that not only gives muscle and strength but brain and nerve power as well.

A carpenter and builder of Marquette, Mich., who is energetic and wants to advance in his business read an article about food in a religious paper and in speaking of his experience he said: "Up to three years ago I had not been able to study or use my thinking powers to any extent. There was something lacking and I know now that it was due to the fact that my food was not rebuilding my brain."

"About this time I began the use of the condensed food, Grape-Nuts, and the result has been I can think and plan with some success. It has not only rebuilt my brain until it is stronger, and surer, and more active, but my muscles are also harder and more firm, where they used to be loose and soft, and my stomach is now in perfect condition. I can endure more than twice the amount of fatigue, and my night's rest always completely restores me. In other words I am enjoying life, and I attribute it to the fact that I have found a perfect food." Name given by Postum Co., Battle Creek, Mich.

## The Educational Outlook.

### Time Given to Study.

The New York regents have collected statistics concerning the time given to study by high school students. It appears that the average high school student in the state spends seven hours and twenty-four minutes each school day in recitation and in preparation for recitation and averages two hours and seventeen minutes on other work, making a total of nine hours and forty-one minutes. The average number of recitations a day is 3.56. The average student rises at 6:45 in the morning and retires at 9:44 in the evening, thus having nine hours for sleep. Almost unanimously they report that they sleep well and rise refreshed. They have five hours, nineteen minutes for such exercise and recreation as inclination and opportunity may afford. About 10 per cent. think that they might do more work. Very few complain that they are doing more than they can do with ease. These reports come from the students themselves.

Reports from about sixty physicians, almost without exception indicate that there are very few cases of over study.

There were 91,583 students instructed in the secondary schools of the state during the last school year, an increase of 7,787. About one-third of these students complete four-year courses of study.

### Texas Notes.

Dr. Wm. M. Wheeler, professor of zoology in the State University of Texas, has resigned. He comes to the curatorship of invertebrate zoology in the American museum of natural history, New York. Dr. Thomas H. Montgomery, assistant professor of zoology in the University of Pennsylvania, has been elected to fill the vacancy caused by Dr. Wheeler's resignation.

Dr. W. J. Battle has been granted a year's leave of absence, which he will spend principally in Greece and the Holy Land.

Supt. W. W. Barnet, of Houston, has been reelected for the ensuing year.

H. F. Triplett has been elected at Beaumont vice B. F. Pettus resigned.

The board of regents of the university recently appropriated \$50,000 for the erection of a building for the department of civil, electrical, and mining engineering. A professor of electrical engineering is to be elected.

Dr. F. O. Schub, teacher of Latin and German in the Ball high school, Galveston, goes to the state university as instructor in German.

President J. S. Kendall, of the North Texas normal college, Denton, is spending the summer in New Mexico for the benefit of his health.

### Recent Deaths.

John Scudder Ketcham, one of the oldest public school teachers in New York city, died August 19, of typhoid fever. He was eighty years old. Mr.

Ketcham was born in Northport, L. I., and he began his teaching career at Huntington. He came to New York as principal of public school No. 28. Later he was assigned to the department for the enforcement of the compulsory education law. He was, for a short time, superintendent of the reformatory in Cincinnati, and this was the only break in twenty-six years of public school teaching.

Carroll E. Smith, a regent of the University of the State of New York and a widely-known newspaper editor, died at Syracuse, August 21. Mr. Smith was born in 1832. At the age of nineteen he became connected with the *Syracuse Journal* of which he assumed editorial charge in 1860. Six years ago he joined the staff of the *Syracuse Herald* with which he was connected at the time of his death.

### Educational New England.

PLYMOUTH, N. H.—The annual state teachers' institute has been in session for the two weeks ending August 21, under the supervision of State Supt. Channing Folsom. One hundred and three teachers registered on the first day, and the attendance steadily increased. The teachers came from all the New England states, from New York and New Jersey and one from Turkey. Besides the regular instruction of the day, lectures were given by Miss Mabel C. Bragg, of the Lowell, Mass., normal school, upon "An Hour of Story Telling;" by Prin. George N. Cross, of Robinson seminary, Exeter, on "Bonnie Scotland," and "Sixty-four Years a Queen;" and by Prin. Philip Emerson, of the Cobbet school, Lynn, Mass., on "Niagara."

The regular instruction included drawing, by Mr. Berry, of Newton; psychology and pedagogy, by Dr. Klock, of the state normal school; music, by Mr. Scales, of Philadelphia; and nature study, by Prof. Clarence Weed, of New Hampshire college, Durham. Along with these principal subjects, there were exercises in supervision, by Principal Bro-

dem, of the state normal school, Westfield, Mass.; Miss Hill, of Lowell, Mass., in history; and Supt. Folsom, in school law.

One afternoon, a party of fifty made an excursion to Newfound Lake for the study of geography; and a trip has also been made thru the Penigewasett valley and Franconia notch. All these have combined to increase the interest of the session.

Nelson A. Luce, state superintendent of schools in the unorganized township of Maine, tells some interesting facts about the primitive houses in the woods. Most of the schools in these townships or "plantations" are held in log houses. The state has done nothing for their support. In one settlement an old freight car is used for sixteen pupils. The only male teacher in the forest schools is at Moose River. His duties include ferrying the children back and forth.

The strong eat well, sleep well, look well. The weak don't. Hood's Sarsaparilla makes the weak strong.

## NEW SCIENCE BOOKS

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**Book II. (In preparation).**

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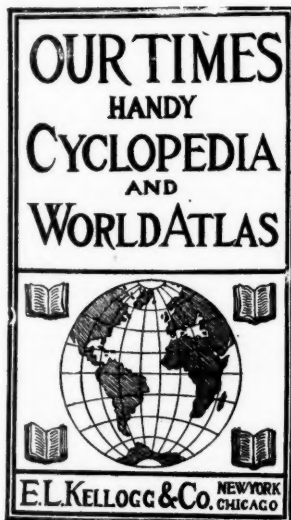
LONDON

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appears about the first of September. It is the first number of Volume XIV and the first issue in the new monthly form. The many enthusiastic friends of the magazine will be pleased to notice the

## Great Improvement

The size of the page is nearly that of *The Teachers' Institute*; the type is large and clear, making the magazine much easier (especially for children) to read; there are more illustrations, and the paper and printing are improved. The Cumulative Index will be continued. At the same time the matter will be of the same high quality. Extra effort will be made to adapt it to school-room needs. The price of the magazine will remain the same, 50 cents for single subscriptions.



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## Greater New York.

Before leaving the city for his trip abroad, City Superintendent Maxwell appointed Associate Supt. Andrew W. Edson as acting city superintendent to serve until August 18th, and Supt. George S. Davis to serve from August 18th to September 8th, when Dr. Maxwell expects to return. Dr. Maxwell directed Mr. Edson to prepare preliminary plans for the educational exhibit at the St. Louis Fair, and to assist Miss Whitney in securing an appropriate representation of the vacation school and play center work. The committee on supplies of the board of education have set aside \$1,500, of the \$10,000 appropriated, for the purpose of securing photographs and preparing illustrative material of the vacation schools, to be forwarded to St. Louis next spring.

Sept. 1 a law will go into effect permitting a captain of police or sergeant in command to release on the recognition of a parent a child arrested for minor offenses, such as playing ball in the street or the sale of newspapers contrary to law relating to the sale of newspapers by children. This is expected to be an excellent law, and will enable parents who cannot get bail or who are poor, to obtain the release of their children by their own written promise to produce the child in court the following morning.

Associate Supt. Clarence E. Meleney, who has been assigned to the enforcement of the compulsory education law, has submitted to the committee on special schools a plan which will give the board of education full power over the examination and appointment of attendance officers, and will regulate their salaries and provide for pensions. The plan provides that the examination of attendance officers and employees in the truant schools shall be removed from the civil service commission and assumed by the board of education, which shall determine grades of service and establish licenses and qualifications therefor. The board of examiners of the school board shall have charge of the examination and preparation of the eligible lists, and appointments shall be made in the same manner as teachers are appointed.

The free lecture movement in New York has been so successful that arrangements have been made by the board of education for extending it still further. The lectures in Italian and Yiddish will be extended the coming season. Provision has been made for a special course of lectures, at least ten of which will be on educational topics. The suggestion that the schools be used for the people as much as possible will be carried out by providing lectures of a musical, historical, or ethical character on Sundays, in congested districts.

### A School of Journalism.

Joseph Pulitzer has given \$2,000,000 to establish a school of journalism at Columbia university. A new building to cost \$500,000 will be erected, and an advisory board will be nominated by the donor. Seven of the members of the board have already been chosen. They are President Butler, of Columbia, Whitelaw Reid, John Hay, St. Clair McKelway, Andrew D. White, Victor F. Lawson, of Chicago, Gen. Charles H. Taylor, Sr., of Boston, and President Eliot, of Harvard.

Announcement of the gift was made by President Butler as follows:

The trustees have received a gift of

\$1,000,000 from Joseph Pulitzer, of New York, for the establishment and endowment of a School of Journalism in Columbia university. This generous gift puts into effect a purpose which Mr. Pulitzer has long had in contemplation, namely, the provision of an opportunity to secure in a great university both theoretical and practical training for journalism considered as a profession.

The School of Journalism of Columbia university will take rank with the existing professional schools of law, medicine, engineering, architecture, and teaching. Subject to the general jurisdiction of the university council, its course of study will be formulated, and its administration carried on by a faculty of journalism, the members of which will be appointed by the trustees in the near future. The erection of a suitable building to accommodate the new school will be begun at once, and after conference with President Butler, Messrs. McKim, Mead, and White have already undertaken the preparation of preliminary plans and sketches.

A provisional site for the building has been chosen in the university quadrangle on Amsterdam avenue, immediately south of Fayerweather Hall and north of the projected building for the School of Law. It is hoped that the building may be pushed to completion, so that it may be occupied in the autumn of 1904. The estimated cost of the building, fully furnished and equipped, is about \$500,000.

Both Mr. Pulitzer and Columbia university recognize that with the establishment of a school of journalism of university grade a new academic field is entered upon, and in order that the best ability and experience of the profession of journalism may guide the new undertaking, an advisory board has been provided for, the first members of which are to be appointed by the university upon the nomination of Mr. Pulitzer. The president of the university is to be, ex-officio, a member of this advisory board. Mr. Pulitzer will nominate the members of this advisory board in time for action by the trustees of the university at their next stated meeting, on the first Monday in October.

A meeting of the advisory board will be called as soon as possible after its members are appointed, and the fundamental principles which should govern the School of Journalism will be discussed and agreed upon. After the suggestions of the advisory board have been communicated to the university council and to the trustees, the work of organizing the school will proceed with all possible speed, in order that instruction may be given just as soon as the building is ready for use.

A committee consisting of President Butler and Professors Burgess, Peck, Brander Matthews, G. R. Carpenter, and Giddings has already been appointed to frame a report for early presentation to the university council regarding the organization and academic relations of the School of Journalism.

## General Debility

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The length of the proposed course in journalism and its content will be decided upon after the advisory board has expressed an opinion on both matters. Thorough training in written English, in logic, in the elements of economics, and of political science, in the history of the United States and the contemporary history of Europe, will certainly be included. The more technical courses will comprise instruction in newspaper administration, newspaper manufacture, the law and the ethics of journalism, the history of the press, and related subjects.

Specific announcements concerning the terms of admission to the School of Journalism, the length of the course, and the date at which students will be received may be expected within a few weeks.

If, at the end of three years, the School of Journalism is in successful operation, Mr. Pulitzer will give to Columbia university an additional million dollars, the income of one-half of which will be devoted to the maintenance of the School of Journalism. The income of the remaining half million will be expended for purposes to be hereafter agreed upon between Mr. Pulitzer and the university.

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## Literary Notes.

Nuñez de Arce's *El haz de Leña*, a drama in verse, has been edited especially with reference to its use as an introduction to a study of the Spanish drama by Rudolph Schwill, instructor in Spanish at Yale university. The book is in press with D. C. Heath & Co.

Richard G. Badger, Boston, calls the attention of book lovers to a special edition of Miss Edith M. Thomas' poems, each copy of which contains an autograph poem original to that copy. A special circular will be sent on application.

A fifth impression of the automobile romance, "The Lightning Conductor" (Henry Holt & Co.), has just been called for. This makes the third in less than two months.

It appears that Graham Hope, the author of that romance of Peter the Great's German Prime Minister, "The Triumph of Count Ostermann" (Henry Holt & Co.), is the pen name of Miss Jessie Hope. Miss Hope is of Scotch descent and the sister of Adrian Hope, well known for his philanthropic work in London. She is living at Oxford. "Count Ostermann" introduces her to the American public, tho she became favorably known in England earlier thru her novel, "The Cardinal and His Conscience."

*House and Garden* is a monthly magazine devoted to architecture, gardens, and decoration. It is a high-class art periodical, and is specially noted for its fine illustrations. The July issue contains, among other articles, "The Garden at Fairacres, Jenkintown, Pa.," "The Charm of the English Country," "Two Old New England Houses," and "American Garden Pottery."

Signora Serao, whose masterpieces of Italian fiction are published in English by Harper & Brothers, is planning to make a wide tour of the states next year. The object of her visit is twofold: she has long desired to see America and its people, and to study its conditions; she will also take this opportunity of delivering a series of lectures which will be artistic and literary in character, and which will be spoken in French or Italian, according to the requisition of her audiences.

Stories, and pictures, and poems of a high quality and of a character to interest the rising generation are given in abundance in the August *St. Nicholas*. Infinite pains and no limit to cost, seems to be the motto in the preparation of this young people's magazine. As much is spent on single pages as is spent on some whole magazines. The department of "Nature and Science for Young Folks" is unusually entertaining this month.

Whoever wants to keep up with the times should read *The World's Work* (Doubleday, Page & Company). This superb magazine is the highest evolution of the current events periodical.

If one were not in love with rural life the magazine *Country Life in America* would make him so, with its interesting articles and magnificent illustrations.

Especially timely is the article in the August *Scribner's* on "The County Fair." It has many illustrations of odd scenes and personages by Edwin B. Child. In "The Sea-fight off Ushant," Hilaire Belloc relates some stirring history. There are several page colored plates. Another instalment is given of John Fox, Jr.'s story, "The Little Shepherd of Kingdom Come." "In Quiet Ways," an illustrated poem by Beatrice Hanscom is a gem.

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